

CURRICULUM JOURNAL

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NEWS NOTES

Seventh-Grade Pupils Survey Community Resources. Under the supervision of the resources committee of the Glencoe Community Coordinating Council, pupils in the seventh and eighth grade social living classes are engaged in making a survey of human resources throughout the community. The pupils cooperated with the members of the resources committee in developing a questionnaire which was designed to reveal interests, hobbies, collections, travel pictures, and any other resources that individuals living in this community might be willing to share with other persons and agencies. Armed with these questionnaires the pupils have gone from house to house seeking information. The data have been organized and classified by the pupils and will be made available to all of the agencies throughout the community. The survey is revealing an unlimited amount of very valuable and significant human resources. Artists have been uncovered who have signified their willingness to share their interests and contributions with various community groups. Collections of canes, pictures, antiques of all sorts have been made available. Travelers who have collections of stills and moving pictures of their travels have indicated their willingness to make contributions to the total program of community education. The

whole enterprise has been most valuable for the young citizens who have assumed the major responsibility for conducting the survey and valuable resources are being made readily accessible for use by various community agencies and organizations.

Visitation Conference. The parents, teachers, and administrators of Nassau and Suffolk County schools recently participated in a new type of conference. Fifteen selected schools were observed by the conference members under the leadership of an educational authority. At noon the conferees of each school met at luncheon and discussed the observations of the morning. At 4:00 P.M. all the participants met at Adelphi College in Garden City for a panel discussion under the leadership of Dr. William H. Kilpatrick. The demonstration schools included the following: Cold Spring Harbor, Freeport, Garden City, Glenwood Landing, Locust Valley, East Williston, Manhasset, Port Washington, Northport, Sewanhaka, and Great Neck. The observations revolved around three general questions: 1. What are the opportunities for the individual child in the school? 2. How is the school using, and serving, the community in its educational program? 3. What characteristic out-

standing contribution is the school making in the light of its own objectives? Those who served as educational leaders were: F. C. Borgeson, New York University; Gertrude Driscoll, Lincoln School; John Fox, Somerville (New Jersey), Public Schools; Bess Lane, Ethical Culture School; A. Gordon Melvin, City College; Claire Zyve, Scarsdale Public Schools; James Mendenhall, Editor, *Building America*; Dorothy Wilmotte, Dalton School; and Lorene Fox, R. B. McGaughy, L. Thomas Hopkins, and Goodwin Watson, Teachers College, Columbia University.

a Source Unit of Study on the Community with teacher groups; participating with teacher groups in developing new means for evaluating learning situations; helping teachers plan and report units of study for use by others within the system; helping to bring about closer articulation between the elementary and secondary schools by visiting, with eighth-grade teachers, the freshman classes in each high school district; cooperating with teachers in setting up various experimental studies in reading; participating with the secondary core curriculum committee in developing source units for teachers.

Consultative Service in Santa Barbara County. According to the Santa Barbara City and County Curriculum Study, the services of the consultants furnished by Stanford University are summarized as follows: participating in regional and rural committee meetings in the formulation of a philosophy and scope and sequence; upon requests of teachers, observing classroom procedures, and working with the teachers, the children, or both; conducting teacher work meetings in science, art, and construction; cooperating with supervisors in planning and carrying out teacher excursions; bringing various types of materials to the attention of teachers and administrators; holding individual and group conferences with teachers on a great variety of problems; participating in faculty meetings, and speaking to parent-teacher groups; observing classrooms with elementary and secondary administrators, and participating in follow-up conferences in which each situation is thoroughly analyzed; cooperating with supervisors on developing

California Secondary Study Gets Aid. The General Education Board has made a grant-in-aid to be used in furthering the work of California's Cooperating High Schools. This project, paralleling that of the Progressive Education Association, was inaugurated by the California State Department of Education several years ago and is restricted to California high schools. Under its guidance, a number of California high schools have been developing curriculum modifications intended to improve their offerings. A special arrangement was made by this group of high schools with the colleges and universities of the state for admitting graduates of the experimental programs to regular standing as freshmen upon graduation.

Dr. Aubrey A. Douglass, Chief of the Division of Secondary Education in the California State Department, has recently appointed a State Committee on Cooperating Schools with the following members: A. C. Argo,

principal, Sequoia Union High School, Redwood City; Alvin C. Eurich, professor of education, Stanford University; George H. Geyer, district superintendent of schools, Westwood; Arthur Gould, deputy superintendent of schools, Los Angeles; Walter R. Hepner, President, San Diego State College; E. W. Jacobsen, Superintendent of Oakland Public Schools; F. J. Weersing, professor of education, University of Southern California, Los Angeles; L. A. Williams, associate director of relations with schools and professor of secondary education, University of California, Berkeley; and Aubrey A. Douglass (chairman).

The General Education Board grant is to be used to provide fellowships to Mr. B. C. Winegar of the curriculum division of the Los Angeles City Schools and Dr. William R. Odell, director of instruction for adult and secondary education, Oakland, California. These two individuals are to spend several weeks at the University of Chicago, at Ohio State University, and in visiting experimental school programs during the present year. Upon their return they will serve their own school system and also will serve on a part-time basis the Cooperating Schools in other city school systems during the year 1939-40. Mr. Winegar is to be concerned particularly with the further development of the curriculum programs in the various schools and Dr. Odell with evaluation of new-type programs in these schools.

publication of the Washington State Curriculum Commission, of which C. Paine Shangle, Superintendent of Schools, Bellingham, is the Chairman, and Edgar M. Draper, University of Washington, is Executive Secretary. A department is devoted to the activities of a number of regional groups, each of which includes a supervisor, a chairman, and a secretary. The regional centers are as follows: Spokane, Yakima, Southwest Washington, Sections I and II, Tacoma, Walla Walla, Wenatchee, Bellingham, and Seattle. As a regional problem for the current year, the State Curriculum Commission will aid the teachers of the state in making an evaluation of the public school program in the light of the statement of purposes of education made by the Educational Policies Commission of the National Education Association.

Source Materials for Teachers. The Works Progress Administration in Minneapolis has offered the services of twelve to fifteen trained people to aid teachers of senior high school social studies in locating materials not readily available. Selected bibliographies, abstracts of long magazine articles, and sections of books, as well as artistic charts and graphs, have been constructed by the project under the guidance of the Division of Instruction.

The requests of teachers are gathered in one place, and the workers under the guidance of a trained supervisor are directed in meeting these requests. Typical reports are: lists of fiction gathered around various historical periods; a guide to employment problems in Minneapolis; a guide to

Washington Curriculum Journal. The January number of the *Washington Curriculum Journal* contains several articles on the core curriculum for the secondary grades. The *Journal* is a

the social study of Minneapolis. No effort is made on the part of the leaders of the project to influence the curriculum; all work is conducted toward filling the teachers' requests. Wherever it is thought wise, the reports to the teachers have been mimeographed and distributed widely to other teachers throughout the system.

The teachers have been very enthusiastic about this project, and although it was originally planned for six months, effort now is being made to extend the time. The large numbers of teachers' requests which have come in indicate the need for such service.

Functional Mathematics. In a recent paper before the National Council of Teachers of Mathematics, Julius H. Hlavaty reports a program designed particularly for a secondary school in which the sciences are stressed. In the High School of Science of New York City, science is the core of the curriculum. In this program mathematics contributes a generalized technique for analyzing problem situations in all subjects and in the personal and social relationships of the pupils. In the ninth year, situations from general science, social studies, and life are stressed. In the tenth year, the required geometry course is enriched with material from the sciences and from life. Ultimately, a four-year course in integrated mathematics will be developed, the purposes of which will be to show the significant connections with the natural and social sciences, to prepare for advanced study in mathematics, and to clarify thinking in life problems.

A Study of Secondary Education Projects. The Committee on Implementation of Studies in Secondary Education of the American Council on Education is carrying on an exploratory research project under the direction of E. D. Grizzell, who has been granted a semester's leave of absence from his duties at the University of Pennsylvania. The Committee is investigating a limited number of current and recently completed studies in the field of secondary education, chiefly those of national or regional scope or significance. The purpose of the project is to discover areas where implementation is needed and to formulate principles and suggest procedures which educational agencies may apply to the problem of securing effective implementation of the results of their studies.

Brief Items. Edgar M. Draper, Director of the Curriculum Laboratory at the University of Washington, has been granted a leave of absence to take the work of E. D. Grizzell at the University of Pennsylvania. His work at the University will be taken by Fred Couey, who has been acting as research assistant in the college of education and assistant director of the curriculum laboratory. * * * The Duluth (Minnesota) Public Schools are in the process of revising the courses of study in arithmetic, English, and reading throughout the grades and in the seventh and eighth grades in the junior high schools. * * * The second annual conference on the curriculum sponsored by the Michigan Curriculum Program will be held in Lansing, Michigan, on March 17 and 18, 1939.

THE ANNUAL MEETING OF THE SOCIETY

By J. CECIL PARKER
Director, Michigan Secondary School Curriculum Study

EACH OF THE papers presented at the session on evaluation emphasized the urgent need for recognizing, analyzing, and coming to grips on a common sense basis with the problem of relationship between evaluation procedures, purposes of education, and social philosophy.

A Comprehensive Concept of Evaluation: Ernest O. Melby. Our intelligence tests are not devices for the direct study of children. These tests merely furnish evidence of some of the ways in which children react to verbal situations. In the field of achievement tests we find that the measurement worker has been concerned, not with boys and girls, but with the subjects they study.

The refusal of the early measurement worker to concern himself with philosophy is responsible for many of our most flagrant errors in the field of evaluation. One can easily see how such an attitude has led to a stress upon the end result in subject matter achievement and upon almost complete indifference toward the activities by which these subject matter achievements were secured.

Evaluation should be based upon a system of human values. This means that we shall use no device without knowing its probable effect on human beings regardless of how important it may be in throwing light on the nature of mass problems, how much it may satisfy abstract intellectual curiosity. The development of such attitudes and appropriate techniques is as great a challenge to educational

workers today as it has been at any time in the history of education.

A Survey of Recent Developments in the Field of Evaluation: Hilda Taba. Some of the recent developments in the field of evaluation have been brought about by a direct attack on the problem of securing evidence concerning achievement of the stated purposes or objectives of schools.

As a first step in the attempt to secure evidence on the attainment of broad objectives, teachers were asked to define them in terms of behavior—in terms of what a student did when the purpose had been achieved in some degree. Tests have been developed which furnish records of individual student behaviors involved in certain processes of thinking, social attitudes, interests, and appreciations.

The analysis of descriptions of a student based on his responses to several tests, together with recorded and unrecorded observations of behavior in other situations, appears to offer to both the teacher and the student the possibility of more comprehensive evaluation in terms of their own purposes.

The Relationship Between Evaluation and the Improvement of Teachings: Prudence Bostwick. We now conceive of measuring results in teaching as a continuous process, not as a feat accomplished by a series of well-spaced examinations. In this more comprehensive use of evaluation, we seek to gain a knowledge about each pupil, his community background, his home, his health, his educational expe-

riences, his emotional development, the extent of his abilities and interests, as well as the level of his skills, and his social and intellectual maturity. Such a wealth of data cannot be gathered in one year by one teacher, but they might be gathered by many teachers working over a period of years. Teachers look for help in evaluation to the research worker and the expert evaluator. But until they themselves are partners in the undertaking, little will result.

Summary: W. H. Burton. 1. The problem of evaluation is inescapable. 2. The scope of evaluation is enormously extended. 3. The current problem is that of devising new techniques. 4. An adequate understanding of objectivity and subjectivity in terms of social significance is required. 5. Development of evaluation requires the cooperation of teachers, administrators, supervisors, pupils, and technical workers. 6. We cannot measure the whole child or the total effects of the educational program. We can get significant data that will throw some light on some of the important elements and relationships involved. 7. The data are significant only in terms of growth. 8. Decisions must be made concerning standards beyond school. 9. Evaluation procedures must become as lifelike as possible for the child.

Activities of the Society: Paul Leonard. During the year 1938, the following committees functioned for the Society: Committee on Pre-service and In-service Training of Teachers; Committee on Rural Education; Planning Committee; Committee on Secondary Education in a Unified Program; Committee on Home and Family Life; Committee on Courses of Study; Com-

mittee on Regional Conferences and Meetings; Exploratory Committee on Experimental Study of Basic Hypotheses in Curriculum Development. The activities of these committees were reported in the February number of the CURRICULUM JOURNAL. The financial condition of the Society is good, having taken in more money than has been spent by about \$250. The membership totals 819 members.

Building America: Paul Hanna. Mr. Hanna reported that *Building America* was progressing satisfactorily as a project of the Society. It is necessary for it to become entirely self-supporting, which requires and deserves the support of every member of the Society in increasing its circulation. A number of interesting instructional uses of *Building America* was reported, notably in Kansas and Wisconsin.

Planning Committee: Fred Ayer. In 1938 the Executive Committee appointed a Planning Committee and charged it with the responsibility of studying the Report of the Committee on a Long-Time Program for the Society to the end of recommending activities for the immediate future. After commending the 1938 Committee for its excellent report, the following recommendations were made:

1. That the first six proposals recommended by the 1938 Committee, with such modifications as experience and the changing resources of the Society justify, be accepted as the controlling objectives of the Society's future program;
2. That the executive duties of the Society be centered so far as possible in the office of a continuing and possibly full-time Executive Secretary who shall serve as the chief integrating

and coordinating officer of the Society;

3. That the projects of the Society be carried out largely on a selective committee basis, the committees to be appointed by the Executive Committee of the Society with special reference to the long-time objectives of the Society, and with due concern toward territorial obstructions of effective committee work;

4. That the present Committee projects be continued but with increased attention to the critical and evaluative aspects of the subjects or activities under consideration;

5. That the Executive Committee serve as the Society's continuing long-time planning and coordinating committee with the chairman specially charged with the duty of an annual appraisal of the Society's organization, resources, and activities in terms of the objectives of the long-time plan;

6. That the following special continuing but flexible committees be appointed at an early date: a. A Program Committee which shall have complete charge of planning the Annual Program and of which the Chairman of the Executive Committee shall be a member; b. an Editorial Committee which shall plan, subject to sanction by the Executive Committee, all of the Society's publications and shall have editorial authority over all ensuing publications; c. a Committee to make an appraisal of curriculum programs, the report of the Committee to appear in 1943; d. a Committee to investigate and develop a series of studies interpreting the results of social, psychological, and biological research as related to curriculum development; e. a Committee to examine, evaluate, and report upon the funda-

mental hypotheses basic to curriculum organization and procedures; f. a Committee working with and through the Executive Secretary to canvass and utilize possibilities for securing adequate financial aid to carry out the various studies and projects of the Society.

7. That the Executive Secretary prepare an annotated list of the members of the Society, containing brief but sufficient information about the interests and qualifications of the members to serve as a guide to those who plan meetings and those who appoint committees.

Survey of Techniques and Procedures of Curriculum Development: C. L. Cushman. What kind of curriculum do we want? The kind of curriculum I want will be possessed of the following characteristics: a. stem from those interests and needs of pupils that pupils, teachers, and communities agree are vital if pupils are to live happily; b. help pupils to analyze those interests and needs as they relate to them and to the life of the community; c. provide pupils with activities that seem to promise help in meeting such interests and needs; d. cause pupils to evaluate the consequences of activities.

In situations where such curriculums are to be found, what are the activities in which teachers engage that make those curriculums possible? a. Activities that increase acquaintance with the needs of specific pupils; b. activities that increase understanding of the needs of all youth and the social conditions out of which needs arise; c. activities that increase understanding of the values inherent in American democracy and of the major problems of that democracy; d. activities that increase understanding of the

infinite number and types of creative activities in which individuals can engage; e. activities that help to appraise the extent to which ends sought are achieved.

Uses of Community in Teacher Education: *Lloyd A. Cook.* Mr. Cook discussed this subject as it relates to both pre-service and in-service teacher education. As the paper is to appear in full in the JOURNAL, no effort is made here to summarize.

The Workshop as a Resource in Curriculum Development: *J. E. Stonecipher.* The summer workshop impresses me as a helpful and desirable supplement to the in-service training of teachers. It does not replace summer sessions for college credit, curriculum committees within a school system, or seminars for graduate students. But it does add something to these, enabling the teacher to carry on sustained concentrated attention to the important task of curriculum planning at a time when classroom duties are not pressing. Its most important contribution, thus far, is its effectiveness in producing amazing changes in teachers, beginning with their social and educational philosophy, but proceeding farther than any agency we have hitherto known in the direction of implementing that philosophy.

The Curriculum Laboratory in Action: *H. B. Bruner.* The laboratory should be planned, operated, and evaluated by those who are to utilize it. The laboratory should provide inspiration and facilities for conducting research, investigations, and experimentation of a practical nature. The staff of the curriculum laboratory should be able and willing to advise regarding the problems of the group involved. The laboratory should contain live

materials which will be of the greatest possible value to the group it serves. The curriculum laboratory must be an integral and integrating part of the educational plan of any community or institution.

State Curriculum Programs. This meeting consisted of a panel discussion of the problems of initiating and developing curriculum improvement programs in state and regional areas. The Louisiana, the Inland Empire, the Virginia, the Kansas, the Michigan, and the Texas programs were discussed in some detail. Much of the discussion involved problems of evaluation and it seemed to be agreed that the state and regional programs have a definite responsibility for moving forward with meeting the many problems of evaluation.

Achievement and Adjustment as a Function of the Child as a Whole: *Willard C. Olson.* Data have been systematically gathered for eight years on height, weight, dentition, strength, blood pressure and rate, ossification, mentality, achievement, and social and emotional behavior. Evidence supports the hypothesis that educational achievement is related in a lawful way to the capacity of the organism viewed as a whole. Limitations of the intellectual bias characteristic of the researches of an earlier period are indicated. The intimate relationship of growth and behavior is further illustrated in the trend for children with flourishing growth systems to be better adjusted both objectively and subjectively than those with retarded growth systems.

Implications of Research in the Growth of the Child as a Whole for the Curriculum: *Reginald Bell.* Research findings on growth of the child

as a whole essentially support the organic viewpoint in psychology and education, and strongly support the current extension of the curriculum to include the facilitation not only of the mental-intellectual development of the child, but also the physical, emotional, and social aspects of his growth. The mastery or non-mastery of a specific mental-intellectual skill is not so important as how that success or failure affects his prestige among his fellows, his sense of security, or his future goals.

By and large, growth is continuous, though there are certain periods for some children of quite saltatory spurts. It is not easy to take advantage of this steady maturation along many lines—reasoning power as well as standing height—in the placement of curricular activities at appropriate age-levels for each child. Differential growth rates among individual children and between the sexes further complicate the task and raise serious questions as to the soundness of an age-grade placement scheme that is at all rigidly adhered to.

Implications of Research in Growth of the Child as a Whole—Growth Records and Reports: Lee Vincent. Recent research has made it evident that, although a superficial knowledge of the child in classroom situations may be enough to pass or fail him in school subjects, a far more intimate understanding of children as whole persons, spending a vital part of their time outside of the school situation and deeply influenced by these outside situations, will be necessary if the school is to be a constructive educational force in the lives of future citizens and home-makers.

Current child development research should help to focus attention upon

the likely spots to look for trouble when problems arise. It can help us to select what records are most worth keeping in our crowded files and with our limited clerical help.

School Organization and Administration: Henry J. Otto. Increasingly I question more seriously the desirability of a departmentalized program. I cannot visualize how significant use can be made of developmental data if pupils are circuited about to four or six teachers, each having eighty or more pupils to work with each day.

Increasing amounts of data are being accumulated to substantiate the idea that our hysteria about promotion standards and classification by achievement is a hang-over from antediluvian times. The essential thing is to surround children with a rich, educational environment and then guide them into purposeful learning.

It seems clear that school records will have to be more complete than they have been, be of the cumulative type, and be used by teachers instead of guarded in the office vault.

The Community Survey in Curriculum Development: Henry Harap. Since the culture of the people comes to a focus in the community it is highly desirable that the development of the curriculum should include a survey of the community. The group engaged in the survey begins by determining the important phases of community life to be studied. The basic outline or schedule for each area of living is then developed by a committee. At this point the members of the survey group organize themselves into committees, one for each phase of the study. Information may be secured by observation, interviews, the study of documents, statistical reports,

and from other sources of data. With the survey data gathered and conveniently organized, the next task consists of disentangling those community needs which may form the basis of good learning situations. When the environmental problems have been isolated and clearly formulated, they should be made available to all the teachers in the community.

Acquiring Tools Incidentally: *J. L. Merriam.* This problem was opened by me twenty-five years ago. Except by me it has been given very little consideration. School people and educational writers are so committed to the policy of continuing the emphasis upon the Three-R's, as so-called fundamentals or "tool" subjects, that they regard as radical the innovation implied in the topic of this study. But some research has been in progress. From 1907 to 1924 an experimental school was conducted at the University of Missouri. All traditional tool subjects were discarded. A strict activity program was used. From 1930 to 1937 a similar experiment was conducted in an all-Mexican school near Los Angeles. Achievement tests and records of pupils in later schools indicate that the tool subjects are acquired incidentally while attention is fixed upon the activity program. But measurements thus far have been in terms of the tools as school exercises. The activity program is destined to call for measurement of tools in terms of the functioning of such tools in the furtherance of activities.

The Future of Scientific Research as a Social Force: *C. C. Furnas.* The results of research will eventually bring man to the place where he can control his physical environment to a very large extent. Using the tech-

niques of synthetic chemistry, he will be able, with a relatively few raw materials, to make almost anything he needs almost anywhere on the globe. This means that he will approach the day when the specter of starvation or of a paucity of the goods of this world need no longer be the driving force back of mass sociological actions. Science can, and very shortly, so increase the productivity of the world that the means of providing a really decent living for all will be right at hand. When this great productivity is finally realized, the old motivating factors of humanity will be partially gone, the old economics based on scarcity may well become obsolete, our whole social and economic structure will need to undergo some major evolutions, if not revolutions.

Science in General Education: *R. J. Havighurst.* Four recent reports agree that science teaching must be changed substantially to meet the needs and the interests of most students.

What will happen to science teaching in secondary school and college in the next decade? On the one hand, there may be a good deal of differentiation of science courses to meet the needs of various groups of students. On the other hand, the survey or broad-field type of science course will probably develop in the high schools, requiring modification of many existing survey courses in colleges. There will probably be a much closer connection between natural science and social studies in most high schools, with specialists in the natural sciences and in the social studies working together. Two major themes will dominate science instruction: control of energy and materials and understanding of human nature.

SUMMER CURRICULUM CONFERENCE PROGRAMS

Alabama Polytechnic Institute. The curriculum courses offered at Alabama Polytechnic Institute have been reorganized to conform with the state program and the generally recognized phases of curriculum development. The curriculum laboratory has been enlarged and new materials have been purchased this year to meet the growing demands on its facilities and services. At the present the laboratory contains over 500 of the best courses of study units, and other curriculum materials; more than 1,200 recent school texts; a complete file of standardized tests; and over twenty file drawers of selected source materials in the form of clippings, inexpensive pamphlets, etc. The enrollment of the 1939 summer session courses in curriculum is expected to reach 300. Many of these students will be organized into workshop groups for the production of tentative curriculum materials in their own schools.

Arkansas State Department of Education. The Division of Negro Education, State Department of Education, with the cooperation of Arkansas colleges for Negroes, state health agencies, Colored Congress of Parents and Teachers, and the State Association of Negro Teachers will conduct a Curriculum Seminar and Laboratory at the State A. M. & N. College, Pine Bluff, Arkansas, during the first term of the approaching summer quarter. The two chief problems to be considered are: 1. How to Survey a Community for School Purposes; 2. Developing a General Health Program for Arkansas Negro Schools.

Baylor University. Baylor University will hold its third annual educational conference in connection with

its Summer School of 1939. One theme of the conference will be "Adopting and Adapting the New Curriculum." An entire day will be devoted to the discussion of this theme. Teachers from all locations are invited to attend and participate in the discussions which will follow two lectures given by educators of competence. The University curriculum laboratory will be open to all teachers for work during the summer. Teachers are invited to do their curriculum work here. There are no fees or charges for the use of this laboratory.

University of California. With the University of California Elementary Demonstration School at Berkeley as the focus of interest, the Third Annual Conference on Elementary Education sponsored by the Department of Elementary School Principals of the National Education Association will concentrate on the theme: "Meeting the Problems of the Modern Elementary School." Nearly half of the program will consist of directed observation in the demonstration school where a carefully selected group of elementary school teachers will show the development of an area of experience with a typical classroom group.

The conference will be held at the University of California at Berkeley, California, from July 8-21, 1939. Regular attendance at the conference and participation in its activities will entitle the conferees to three units of credit.

University of Chicago. Instruction in the field of the curriculum in the summer program of the Department of Education, University of Chicago, has been materially strengthened. Two workshops, sponsored by the Progres-

sive Education Association, will be held during the first term. These workshops, one in secondary education and one in general education, will provide opportunity for a selected group of teachers to work on problems of importance in their own schools. Groups will work on curriculum and evaluation. Two new courses have been added to the regular curriculum program. *Evaluation of the School Curriculum*, offered by Dr. Hilda Taba, deals with the consideration of general principles and methods for appraising the effectiveness of the school curriculum. *Practical Problems in Curriculum Construction*, given by Dr. Edgar Dale and Dr. C. L. Cushman, is concerned with the application of principles of curriculum construction to the development of courses and programs in elementary and secondary schools.

George Peabody College for Teachers. The summer curriculum program at George Peabody College will include the curriculum laboratory which has been conducted during the last ten years. Several state and local school systems will be represented by official groups which will work on plans for the improvement of instruction and upon the production of curriculum bulletins. The staff of the Division of Surveys and Field Studies will be augmented by several assistants who will guide the elementary and secondary groups and help in individual and group problems. As a phase of the summer program, a conference on the Rural South and the Curriculum will be held on July 27-29. There will be three general sessions, a dinner session, and two sessions devoted to several discussion groups. The general topics include:

"The Quality of Life in the Rural South"; "Economic Opportunity in the Rural South"; and "The Education of the Rural Teacher." The themes of the discussion groups during the afternoon session will consist of the sub-topics of the larger themes of the morning sessions.

University of Georgia. Last summer, in the Curriculum Laboratory of the University of Georgia, all of the teachers of the Pine Mountain Community School worked full time for six weeks in planning the entire program for the school. During the present school year the program as planned is being carried out in the Pine Mountain School which is near Warm Springs, Georgia. Next summer these same teachers will again work in the Curriculum Laboratory upon further improvement and problems of evaluation of this program. Plans are also under way for all of the teachers of one or two other communities of Georgia to begin similar work in the Curriculum Laboratory next summer.

Harvard University. As part of its summer program, Harvard University is giving a full seminar course on curriculum making and supervision in the secondary school, under the direction of G. Robert Koopman, Assistant Superintendent of Public Instruction in Michigan and Chairman of the Executive Committee of the Society for Curriculum Study. The work of the course is planned for those who, by virtue of the administrative or supervisory positions they now hold or are preparing themselves for, wish to increase their competence to direct curriculum-making activities in the secondary school. Since registration in the course is limited to twenty-five,

students who are immediately concerned with curriculum problems in their own schools will have ample opportunity to study their problems and carry forward their plans under the guidance of the director of the seminar.

Incarnate Word College. Incarnate Word College offers to all elementary school teachers and supervisors an opportunity for guided study in its curriculum laboratory this summer. A survey of the needs and interests of children in grades from one through six will be the first unit for consideration. A study of materials and activities to stimulate and enrich such interests will naturally arise as an essential outcome. Such a unit will require an intensive and extensive survey of courses of study now in print and provided in the laboratory. An evaluation of both the good and the poor courses will stimulate the teacher or supervisor to outline plans for curriculum work in the classroom. Group work in particular core areas will be emphasized. Large group conferences will be held one hour each day for general discussion or guest speaker.

Louisiana State University. Teachers College of Louisiana State University will offer in the Summer School of 1939 a Demonstration Program planned to help in the improvement of instruction in Louisiana. The purpose of the program is to assist teachers in three important fields in elementary education—Science, Creative and Recreational Arts, and Social Studies. Teachers College will enroll three separate groups of elementary teachers who are recommended by parish superintendents.

There are several aspects of the program which are unique: teachers will

be carefully selected by superintendents; expert classroom supervisors will do the teaching to be observed; and the program will have the cooperation and the direction of the University Teachers College, the State Department of Education, and selected scholars of the University in special and academic fields.

Michigan Cooperative Secondary Curriculum Workshop. Under the auspices of the Directing Committee of the Michigan Study of the Secondary School Curriculum a secondary workshop will be conducted in Ann Arbor this summer. The four teachers colleges, the University of Michigan, Michigan State College, Wayne University, the State Department of Public Instruction, the State Board of Education, and the State Board of Control for Vocational Education will cooperate. Approximately two hundred teachers and administrators will spend full time for six weeks working with a competent staff on problems of instruction in their actual school situations. Any participant who desires may receive credit in any one of the cooperating institutions.

Moorhead (Minnesota) State Teachers College. During the 1939 summer session, a course on the modern rural school will be conducted, which will combine instruction and observation of practices in the modern rural school. The elementary departments in the Campus School will offer a laboratory survey of improvements in instruction. The student will be permitted to select a unit of work which he wishes to pursue intensively. The secondary department will be organized about a course in efficient techniques of community survey. It will include surveys of biological resources; com-

munity resources and practices in safety education; social resources for mathematical instruction; the world at home; English as an expressional and integrative service in the community survey. The student will choose those phases in which he wishes to specialize.

University of Nebraska. During the summer session, special courses in curriculum construction are to be set up and a workshop in which visiting teachers may develop new curriculum materials will be provided. The University established a curriculum laboratory a year ago under the direction of Dr. G. W. Rosenlof, Professor of Secondary Education, which includes some 1,500 separate courses of study, both elementary and secondary, and representing the recent contribution of city, county, and state school systems. Many thousands of pieces of instructional material have also been catalogued alphabetically and made available to graduate students and teachers in service.

New Mexico Teachers College. A seminar in education will be offered during the summer session, in which a student may work on almost any desired curriculum problem in either elementary or secondary education. This should appeal particularly to the teachers who are participating in the state program of improvement of instruction. Professor T. H. Schutte, who is a member of the State Curriculum Committee, will be in charge of the seminar. The library will maintain as complete a collection of materials for this purpose as possible.

Pennsylvania State College. The completion of a new building for the School of Education will bring together this summer for the first time the scattered materials and staff mem-

bers actively concerned with curriculum improvement, and will provide special quarters for constructive laboratory work in curriculum problems. "Individual diagnosis of pupil needs in a carefully analyzed social environment" is the basis on which the curriculum laboratory will build its work. For the 1939 Summer Session the local staff will be strengthened by the addition of Dr. Arthur K. Loomis, Superintendent of the Shaker Heights Public Schools, formerly director of curriculum work in the Denver Public Schools; and of Dr. John L. Lounsbury, Principal of the Junior College at Long Beach, California, who has recently completed an extensive study of curricula and materials of instruction in the junior colleges of America.

University of Pittsburgh. The feature offering in curriculum improvement will be a symposium to which Bess Goodykoontz, Carlton Washburne, Henry Harap, Samuel Everett, and John P. Wynne will contribute as visiting specialists. Expanding from this, a wide selection of courses in particular curriculum areas has been announced which includes English, arithmetic, reading, geography, social studies, commercial education, physical education, and vocational education. The symposium and most of the special courses begin July 5 and extend to August 11.

Stanford University. The School of Education of Stanford University will conduct a conference on "Educational Frontiers" from July 7-9, 1939, immediately following the summer meetings of the National Education Association. Many outstanding speakers, including Jesse Newlon, Howard Odum, John Studebaker, and Lewis Terman, will discuss challenges on ed-

ucational and social frontiers and newest educational thought and practice.

Syracuse University. A Curriculum Workshop in Secondary Education is a distinctly new feature of the Syracuse University Summer Session. Approximately one hundred students will be admitted on an invitational basis for study in English, social studies, science, home economics, mathematics, and guidance. Only students who have a definite problem on which they are working in their own schools, and who are committed to doing a better job of teaching plus the ability to cooperate with others, will be invited. Separate living quarters, and opportunities for common dining room and recreational facilities will be afforded these students, who will be organized as a separate group. Members of the staff will live and work with the students.

There will be no formal classes or lecture courses for this group. Work on individual problems, individual conferences, small group meetings, and individual reports to groups working on similar problems will form the heart of a typical day's activities. Fourteen university professors and public school leaders in curriculum reorganization will constitute the staff, five on a part-time basis and nine who will give full time.

University of Tennessee. A curriculum laboratory will be available for work in elementary education as a part of an integrated program which includes a demonstration school centering its activities around "Home Life and Family Relationships"; a Child Study Center; a Reading Clinic, under the direction of Miss Nelle Moore; and a conference on "Home

Life and Family Relationships in the Community."

The secondary school offering will consist of six laboratory projects: 1. a general curriculum laboratory, available to students working on their own school curriculum; 2. a laboratory for the application of evaluative criteria of the Cooperative Study of Secondary School Standards to specific high school situations; 3. a laboratory for exploring the problem of integrating the various subject matter fields, using community needs as the core; 4. a special laboratory for teachers of high school English; 5. a school-community project, to be centered at Norris and use the Norris School as a demonstration and try-out center; and 6. a conservation laboratory, centered at Norris and sponsored jointly by the University and the State Department of Conservation, in which a selected group will observe actual conservation projects in adjacent regions and prepare materials and plan activities in the field of conservation for their own school use.

University of Texas. The fifth annual curriculum conference will be held from June 5 to July 17 under the general direction of Harold O. Soderquist, General Supervisor in Elementary Education, Detroit, Michigan; W. A. Stigler, Curriculum Director, Texas State Department of Education; and J. G. Umstated, Professor of Secondary Education, the University of Texas. Demonstrations will be given of work for grades one through nine. For study and laboratory work the conference will be divided into the five core areas of the Texas program. Panel discussions will raise the issues and set the problems early in the ses-

sion and will draw together the work of the groups at the end of the session.

Teachers and officials will be given the opportunity to begin original curriculum researches to be conducted in their own schools next year as outgrowths of the problems begun this summer. Special provisions are being made for school systems which wish to work as units in the conference.

Tuskegee Institute. A workshop conference for rural principals and supervisors will be held from June 14 to August 18. A selected group of principals and supervisors from rural areas in Alabama, Florida, Georgia, Louisiana, and Mississippi will work together informally in the area of school-community educational programs for rural communities. A rural life conference will be held July 5 to 8 in connection with the program of work for rural principals and supervisors. The principals and supervisors will participate in the rural life conference which will focus interest of all agencies on the development of the school as the center of rural community improvement. A third type of activity will be participation in the Alabama program of curriculum improvement for Negro schools and the development of curriculum bulletins.

University of Washington. A Workshop in Curriculum Improvement will be conducted for teachers and administrators who are actively engaged in unit of work construction in their own school systems. The program will be organized according to areas of learning and each student will concentrate on his own particular problems, but in cooperation with others interested in the same area. Afternoon conferences will be organized in

terms of these special areas, with the groups holding meetings under the direction of specialists in their fields. The entire facilities of the curriculum laboratory and the curriculum library will be devoted to the Workshop.

College of William and Mary. Several departments at the College of William and Mary, Virginia, are cooperating in conducting a Conference on Public Issues during the coming summer session, designed to give teachers an understanding of and an approach to the study of public problems. The work of the conference will be organized around the following activities: 1. a discussion group for teachers and administrative officers, under the leadership of Charles F. Marsh, Professor of Economics, and Warner Moss, Professor of Government; 2. instruction in materials and procedures in the teaching of public issues, under the direction of Miss Ida M. Trosvig, teacher-training supervisor in the social studies; 3. an organized group of high school pupils in the Matthew Whaley School which will be taught by Miss Trosvig and will give visiting teachers an opportunity to observe instruction in public issues on the high school level; 4. a group of twenty to thirty selected high school pupils from various sections of the state engaged in discussion of public issues during the second week of the conference, under the direction of Professors Marsh and Moss; 5. lectures on certain evenings by visiting authorities on public affairs. During the regular session of 1939-1940, an effort will be made to evaluate this work through conferences at the college and plans will be made for its extension to other high school groups.

COMMUNITY SERVICE IN THE CURRICULUM

By GLYN A. MORRIS

Pine Mountain School, Harlan County, Kentucky

A GIRL RIDES fourteen miles on horseback once each week to provide library service to a one-room log school house as part of her training. A boy and girl go to a home to cut the logs and place a window in one of the two rooms in a cabin where someone is ill. Another student spends some time each week reading to an aged man who cannot read; and still another gives a bath to a sick mother in a lonely mountain home. These are a few of the activities of the "Community Group" organized as part of the curriculum of Pine Mountain Settlement School. Now entering upon its third year the group is growing as it assumes more responsibility and its contribution to the life of the community and to the growth of the students who participate becomes increasingly significant.

Pine Mountain Settlement School is a private boarding school located in the mountains of Eastern Kentucky within the borders of a large super-rural area and just on the edge of a recently industrialized zone. The adjacent population is scattered, with homes located between the ridges at wide intervals along the narrow creek-beds of Greasy, Big Laurel, and Little Laurel Creeks. It is one of many pockets off the main highways in the Southern Highlands where a residue of people subsist on a very little, eking out a bare living from the steep, eroded hillsides. Cash income is anywhere from forty to several hundred dollars a year per family, the bottom figure being more common in

some sections than the top. The birth-rate is extremely high, and religion is of the frontier variety. The only future for the children of the area is a gradually depreciating subsistence, or a socially guided improbable increase in local productivity, or migration. Migration is an undertaking for which they are poorly equipped, for which careful guidance and some outside assistance is necessary. Children attend local elementary schools on an average of ninety-five days a year, and out of every ten who start in the first grade, only one will finish at the eighth.

To offer opportunity for the youth of this area, Pine Mountain Settlement School was founded just twenty-five years ago. For a very nominal tuition it provides vocational training for youth of high school age. Room and board are given in exchange for labor which consists of the chores necessary to maintain the kitchen, dining room, laundry, farm, dairy, living quarters, and infirmary. All chores are handled educationally, and to these are added courses in mechanics, wood-work, home management, printing, and typing. Emphasis is on practical training; the school does not give grades nor credits and tries to provide, through its guidance program, an individualized curriculum for each student.

The Community Group came into being naturally after the school had parted company with a curriculum based on preparation for college. It serves three distinct but closely related

purposes. In the first place, the community was badly in need of services which the students, even with their limited experience and immaturity, could provide under supervision. By the provision of these services the second purpose was served; that of providing the student with practical experience and of making him more objectively and experientially conscious of the problems of the area. The third purpose is less directly connected with the student, yet affects him subtly and deeply. The growth of the school, despite its stated purpose to serve the community, has unwittingly created some problems. There are misunderstandings that grow out of the existence of one culture in the midst of another and these are very real barriers between the school and its community. Particularly is this true where the homes are so scattered that the school can be used only rarely as a center for social activities. There is a felt distinction between the "school" and "life." So the members of the Community Group became interpreters of the school to the people of the community.

The "Group" began very modestly under the supervision of the nurse. After several weeks of discussion as to possible ways in which it might be helpful, it was decided that a definite service could be performed if each girl took a section of a creek and by regular visits, two days each week, acted as a scout for the nurse. The scattered nature of the community makes it physically impossible for the Pine Mountain nurse, who is the community nurse, to visit all the people who need her. Procedures were carefully worked out; particular attention was given to methods of establishing

rapport—so important and so basic to the success of the project. The student carried a small handbag in which there were first-aid equipment and some reading material. This led to some counselling with the mother about health problems, making suggestions and providing simple remedies when necessary. To a lonely mountain home such visits are events which are often eagerly accepted. The students report that in many places there is active preparation for receiving them, and aside from their services as "Nurse Aides" with relief for colds, cuts, burns, they have brought friendly conversation and a contact with the school which had previously been impossible. Several desperate situations have been alleviated by the girls, as when they cared for an entire bedridden family, and considerable practical nursing has been done through the cold winter months.

Upon returning at night, sometimes after walking as much as ten miles, each girl writes a report of her day's work. Under the supervision of the sociology teacher the group has made a genealogical chart of the community, disclosing the hereditary basis of some of the local social problems. Much of the sociology class work has grown out of the problems discovered in the area. Oral reports are given, and whenever possible other academic work is related to the work beyond the campus. Case-studies have been made of each family, and the students tend to approach social problems more objectively and more seriously. Social agencies are contacted whenever possible and the students are given practical experience in searching for aid through recognized channels.

With this program well under way and carefully supervised, other areas of opportunity opened up, the group became larger and took on regular service of teaching handcraft, singing and folk dancing in the near-by one-room schools. The County School Superintendent became interested and offered helpful cooperation for purchasing simple handcraft equipment. At least ten dental clinics were organized as well as two tonsil clinics; and the school doctor, who is a member of the group, is assisted in his regular clinics each week by girls of the group. Just now the handicraft members are assisting in building a demonstration kitchen for one of the above schools. This work is supervised by an itinerant home economics teacher who has joined the group and who hopes with this cooperation to make such a kitchen a part of each school in the area.

An outstanding achievement is that since the first of January, 1938, thirty mothers have come to the School Infirmary to have their babies. This is a greater number than for the previous six years combined and is a tribute to the efforts of those nurse-aid high school girls who gave to so many mothers the confidence to come in and who cared for them while they were at the school. This means much to a mother who lives in a small cabin in some lonely hollow where the demands of her day are strenuous. Besides rearing the children and cooking the meals she must help in the garden, carry wood and water, and possibly look after a small flock of chickens and a cow. Ordinarily her baby would be born in the home perhaps with the attention of the local midwife, and she

would never be free from the cares to which she is daily accustomed.

Today the "Community Group" is an integral part of the school program. In its regular meetings it brings together students and teachers committed to a long-time social program. The school is conscious of the growing friendship of the people. The students have no difficulty, as far as can be seen, in matching the academic achievement of those whose days are spent in regular classes. The probability is that their experience provides them with more actual achievement in personality growth, and several of the group have already found direction and challenge which they otherwise might not have had. In several instances teaching and nursing have been selected as vocations primarily because of experience with the group. It has been found on the whole that the group tends to much more serious-mindedness and to a better ability to make evaluations. Experience has also made it possible for several to learn that nursing, for example, was not, as they had previously thought, the profession in which they wished to labor. Participation in such a program brings out self-confidence and hidden resources. One boy for whom adjustment to the school was difficult, but who had talent for woodworking, was drawn into the group because of the need for his assistance in a local school. The group got the benefit of his talent and at the same time gave his personality the lift it needed. He is happy to have a part in what he believes is a civic program of importance.

THE KANSAS PROGRAM FOR THE IMPROVEMENT OF INSTRUCTION

By DALE ZELLER

Kansas State Teachers College, Emporia

JANUARY, 1939, concludes the initial phase of the Kansas Program for the Improvement of Instruction which has been carried on cooperatively by the State Department of Public Instruction and the Kansas State Teachers Association with consultative service from the Division of Field Studies and Surveys at George Peabody College, Nashville, Tennessee. The intensive phase of this program as planned at the beginning and followed through the initial stage now being concluded has had for its objective the improvement of instruction in all of its aspects which affect the experiences of children in Kansas under the guidance of the school. The outstanding characteristics of the Kansas program as planned are:

1. That it shall grow from the grass roots.
2. That it shall be evolutionary in character.
3. That it shall proceed at whatever pace those who are interested participants can take and are willing to take.

The first two years of the program were for the most part promotional in nature. In the first year materials were prepared and professional and lay groups were organized to study important issues and problems of education in Kansas. The work of the second year was devoted primarily to trying out suggested ways and means of solving some of the problems revealed by the study and agreed upon as a result of the work of the first year's study.

The exploratory work was concluded in 1939. Many modifications of materials and method were reported and on the results of these efforts at modification the work of the third year was planned.

The work for the school year of 1938-1939 includes (1) a study program of two major problems: (a) the entire scope and sequence of the curriculum, and (b) the long-time legislative program for the improvement of instruction, and (2) an installation program of the guidance materials prepared for the core program from the first grade through junior college. For this work three bulletins are available—Bulletin No. 4, "A Suggestive Long-Term Legislative Plan in the Kansas Program for the Improvement of Instruction," which was published in July; Bulletin No. 5, "A Scope and Sequence Bulletin," which was published in October; and Bulletin No. 6, "Guidance Materials for the Core Program," which is ready for press.

The trends of the Kansas program are clearer when the educational setting in the state is understood. Kansas lacks a well-organized, centralized state system of education. While the constitution places the responsibility for a system of education directly upon the state, the state has done little to evolve a state system. Kansas had practically no state support for public schools, no common philosophy of education, no state-wide guidance materials. She had a state department of public instruction headed by a super-

intendent elected without qualifications, and assisted by a small and inadequate staff. Certification was in the hands of 197 agencies, and requirements were low. She had over 7,000 one-room schools, the median size of which was eleven whose curriculum was a textbook curriculum and whose course of study merely stated the page to be in the prescribed textbook at the end of each month. Uniformity was controlled by a state system of monthly examinations.

Interested laymen and thoughtful school people had been convinced for a long time that Kansas needed a fundamental rethinking of the issues of education. The opportunity for this came when the state, in December, 1932, acquired by appointment a superintendent of public instruction who had superior qualifications and educational vision. He and his staff attempted to do something about the educational situation in Kansas. Without financial resources and with an inadequate organization the state department introduced a unit program in social studies. The Kansas State Teachers Association which is a powerful and well-organized association with strong leadership recognized the attempt being made to improve educational conditions in Kansas and offered the resources of its organization—personnel, influence, and money—to help the State Department solve some of the Kansas educational problems.

The program as seen from the beginning was not a planned program, but an evolving one. It grew from the recognition that the democratic way of solving problems is through cooperative thinking of those affected by the problems. Therefore it in-

cluded laymen, teachers, and administrators. It provided for voluntary participation in flexible ways. Provision was made for those interested to study the educational issues in Kansas and on the basis of group opinion to evolve means for solving the problems recognized. Study bulletins for teachers and laymen were prepared in the curriculum laboratory at Peabody College and plans made for organizing study groups as follows:

Administrators were asked to volunteer time, service, and money for assuming leadership and organizing districts in which groups of teachers could organize and receive guidance and help from the curriculum director. Many superintendents from first and second-class cities accepted the responsibility and offered their services. Twenty large study centers were organized in differing patterns. Some were one-city organizations, one was a county-wide organization, but the general pattern consisted of a number of cities and counties organized around one center ranging in size from three to forty counties. Teachers came to these large centers for occasional all-day meetings where they received materials, discussed problems, pooled opinions, and made plans.

These large centers were organized into small local study centers in which administrators, secondary school teachers, elementary school teachers, and country school teachers came together to discuss state-wide and local problems of education. The P. T. A. and the A. A. U. W. took the responsibility for organizing lay groups with a local principal or superintendent as group leader. Over five hundred of these were organized the first year. After a year and a half of study all

local study groups reported their opinions to the State Department on the issues they had been studying, and on the basis of their opinions plans were made for attacking the problems. They were unanimously agreed on one thing—that Kansas needed to give more attention in her educational scheme to problems in areas of living which she was now neglecting. They suggested some of these problems.

The second year's program was given over to evolving and trying out ways and means for giving children desirable experiences in these neglected areas of living. A committee working in Peabody College during the summer of 1937 evolved exploratory materials for trying out ways and means of solving the problems. Some of these problems were: Protecting Life on Kansas Highways, Combating Soil Erosion, Conserving Our Minerals, Buying Foods Wisely, Buying Our Clothing Wisely, Using Power Wisely, Managing a Personal Financial Budget, Providing Protection for Old Age, Sickness and Accident, Improving Housing Conditions, Recognizing the Use of Propaganda, Selecting and Enjoying Motion Pictures, Providing Reading Opportunities in the Community, Providing and Using Parks and Playgrounds, Preventing Juvenile Delinquency, Understanding My School. Again participation was voluntary. Any teacher who was concerned about any of these problems in her community was asked to try out ways and means in terms of community resources for meeting them and in terms of the interests of the group of children she was teaching. Spring reports revealed an infinite variety of ways in which these vital problems had been attacked—such things as the

rural school children in a county in the dust bowl setting themselves the task of finding out what was being done in their county to save the soil from dust and wind erosion, another group of children in the country schools attempting to add to the reading facilities in their county by improving their school libraries and by setting up in some instances libraries for the adults. (This county was in part of the fifty-two per cent of Kansas that has no library facilities.) Other groups set themselves the task of improving school grounds, alleys, and yards in their communities. Others studied their movies and their radio programs with the idea of improving choice in selecting these. These are only some examples of the kinds of modification that took place in the methods and materials of instruction when teachers met in classrooms with children.

During this time a committee of teachers was struggling with the problem of suggesting a scheme of scope and sequence for the state. The basic problem of this committee was to suggest a framework for the state that would give unity of purpose and continuity in direction in education and yet be flexible enough to aid teachers in planning programs for individual communities and special groups of children at various levels of development. On the basis of the work of this committee and the reports of the exploratory work of the previous year the Kansas Committee working in the laboratory during the summer of 1938 evolved a suggestive pattern for scope and sequence in terms of the interests and needs of children according to their maturation levels and in terms of the needs of life in Kansas.

They also evolved suggestive guidance materials for developing this core program from the first grade through junior college.

Some of the experiences that children were having under the guidance of the school in Kansas could only be altered by legislative action. All will agree that the experiences a child may have under the guidance of the school depends on the kind of a teacher the school has. Certification laws influence this. All will agree that the kinds of experiences children may have under the guidance of the school are affected by the type of financing available, and by provision for supervision. These matters are matters for legislation. So this program concerned itself with a long-time legislative program for Kansas and during the summer of 1937 a group of administrators working at the curriculum laboratory developed a suggestive long-time legislative program for the state. These materials were made available in July, 1938.

What is the sum total of the modification that has taken place up to date? As indicated before, teachers have modified their ways of teaching and their materials of instruction, guidance materials are now available for making a core program that has sequence within suggestive scope. These materials are flexible and are set up so that each local school unit must evolve its own program, but suggestions are made to aid in planning such a program. Due to many other forces, but without doubt aided by this program for the improvement of instruction, Kansas has made some legislative

gains. She has had since 1937 an emergency state aid for elementary schools. She hopes to make this permanent and extend it to secondary schools during 1939. The certifying agencies have been reduced from 197 to four, the State Board of Education and the three State Teachers Colleges. Most significant toward forwarding a unified state program of education is a resolution to be introduced in the present session of the legislature to submit to the voters an amendment to the constitution that will take the office of the state superintendent of public instruction out of partisan politics.

Through extensive participation in the promotional phase of the work gains have been made toward developing sentiment and strengthening a state program of education centered in the State Department of Education with an adequate department of instruction, whose main concern will be the continuous improvement of instruction in the state. Such a state program must provide guidance in local situations that will result in improved programs of education for individual communities. The work of the last year has shown gains in this direction. Individual teachers in many school systems and in many cases entire school systems have devised ways and means for promoting local programs for the improvement of instruction in terms of community needs and child interest. Awareness of the needs and possibilities in a school for service to a community is growing and skill in utilizing community resources for learning is developing.

THE CONTRIBUTION OF THE FOREIGN-LANGUAGE TEACHER

By WALTER V. KAULFERS
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FOR PUPILS who have special interests or purposes in foreign-language study, or who could be enabled to develop such interests and purposes with ultimate profit and satisfaction to themselves, offerings in the field of the foreign languages merit a place in the curriculum comparable to offerings in the field of music or art. Obviously, this statement must be qualified by the assumption that the pupil interests or purposes which exist, or could potentially be developed, are deeper than the mere satisfaction of requirements for admission to college. It must obviously be qualified also by the assumption of a different approach to language from that which has dominated the curriculum to date.

When language is taught functionally from the beginning in and through meaningful content for reading, writing, or speaking, the foreign-language course can at times make worth-while contributions to the cultural objectives of education even in beginning classes, with gains rather than losses in the way of ability to use the foreign language. The nature of these contributions obviously depends upon the content chosen. It is perhaps in the nature of things that content dealing with the civilization and culture of the people whose language is studied—particularly with those aspects of their culture which have significance for life in America—would be more compatible with the interests of the learners than such problems as the principles of diet, or budgeting, or

dress which even the pupils would at times resent as irrelevant to their purposes. The widespread enthusiasm for the so-called core courses should not lead anyone to the extremes satirized so effectively by Abbott in his amusing description of the Fish-Centered School.

Since many young people are interested in language study, as shown by the large enrollments in some of the junior high schools where the program has been placed upon a strictly elective basis, there is little room for doubt that many pupils will continue to enroll in these courses regardless of changes in university requirements or entrance board examinations—among whom will doubtless be a considerable number of boys and girls who in the opinion of foreign-language teachers themselves might more profitably devote their time to survey courses in the language arts, or to orientation courses in foreign cultures and literatures conducted primarily in English.

Inasmuch as there is no reliable way for predicting individual accomplishment in foreign-language work, the conviction is growing that all interested pupils should be allowed to explore their interests in this field, with the opportunity to transfer without penalty or stigma to some of these other offerings before serious maladjustments occur. If in order to secure admission to college, or to pass an entrance board examination a disinterested pupil simply must take two years of foreign language, he might

at least be permitted to defer the work until the junior year. It is often surprising what a difference one or two years of added maturity makes in such cases. It should not be difficult for a competent counselor or guidance officer to discover which pupils intend to enroll in foreign languages merely to earn a ticket of admission to college, and advise them accordingly.

This statement, however, should not be interpreted to mean that all pupils who intend to continue in college should, by virtue of this fact, be advised to delay foreign-language study until the junior year. For the most successful offerings in foreign languages today are planned, not primarily on the basis of college requirements, but upon the basis of profitable experiences leading from the start to ability in the use of language in and through content of educational significance. In other words, no futile attempt is made to study grammar for two years first and then use the language afterwards. Several decades of this practice have demonstrated rather objectively the inefficiency of this procedure. Theorizing in English *about* a foreign language has about the same relationships to ability to use that language in real life situations as memorizing a textbook on *How to Sing* has to ability to enrapture an audience through song. Theory has its place, but it is chiefly perfect practice that makes perfect—and from the viewpoint of the psychology of learning practice is never perfect merely by virtue of mechanical accuracy. It is effective only as it possesses a direct relationship to the learner's own conscious purposes, and a high degree of identity with the situations in which

the learnings are actually to be used in life.

If the type of ability in foreign languages that is required for passing entrance board examinations at times bears no relationship to any functional approach to language, there is still little need for submitting all pupils from the start to sterile materials or unmotivated activities. In fact, there is no need to take entrance examinations or requirements into account at all until the pupil enters his senior year. Thus, if in a class of thirty or more second-year pupils in French there are five seniors who plan to continue in college French the following year, this group can easily be given differentiated assignments within the regular second-year class. This is a relatively simple matter in the case of such a relatively select and mature group as seniors. Much more highly differentiated activity programs are being successfully conducted daily by country school teachers with far less mature pupils. In fact, there is no valid reason why any school, however small, should not be able on the basis of a differentiated laboratory plan of work to provide any and all interested pupils with a four-year program in any foreign language whether it can afford to provide separate upper division classes or not. One of the most interesting of the writer's classroom visits in recent years was to a group of thirty-two boys and girls representing three different levels of progress in French—second year, third year, and fourth year. By all criteria of ability—oral and written—and by all the usual earmarks of industry and esprit de corps—this group outranked all classes in which the usual lock-step system of teaching prevailed. This is

but one example of what can be done within the framework of the ordinary high school when teachers unite their best thinking in an effort to discover how the most effective program for each pupil and school can be achieved, instead of dissipating all their creative energies in rationalizing the status quo or in constantly inventing new reasons why nothing different from the traditional can be done.

In many secondary schools it is already possible to find—in addition to new-type courses in the foreign languages themselves—offerings conducted by foreign-language teachers in the field of world literature in translation. Planned in joint collaboration with teachers of English, social studies, and such other representatives of the arts and sciences as are interested, these offerings make a real contribution to the basic objectives of education, for the fundamental problems of individual and group life are almost universal. With respect to these problems, the most fertile minds of the world have expressed their fears, hopes, ideals, and ambitions in literature.

In an increasing number of schools it is also possible to find able foreign-language teachers sponsoring offerings in those foreign cultures which are prominently represented in the community, state, and nation. The most significant contribution to education in these cases is in the field of human relations—the development of a rapport with those Americans of foreign birth or extraction who need to be understood appreciatively if they are to be integrally woven into the cultural fabric of a creative and enlightened Americanism. In a sense, the contribution is toward a more wholesome Americanization, not exclusively

of so-called aliens or foreigners, but more particularly of our own youth who cannot presume to know their own country's human resources and cultural possibilities, or even to understand their own fellow citizens or parents at times, without understanding the world cultures of which America is both the product and the heir. Until all our human resources have been integrated into a creative enlightened American way of life it will be difficult for even the most chauvinistically patriotic individual to speak with any high degree of certainty or confidence of any so-called "one hundred per cent Americanism." Indeed, he who uses this term most confidently seems at times entirely to forget that in the very act of so doing he is using two Roman words, *per cent*, to describe a decimal system invented by the Greeks, and is even calling himself American after Americus Vespucci, an Italian geographer. As long as separate editions of our American history texts have to be published by book companies for use in the schools of the North and the South, as long as large unassimilated culture groups remain in our land, living in introverted isolation in so-called foreign colonies (even though in a legal sense they are often citizens and voters by as good a right as you or I), and as long as some American citizens feel as great an allegiance to Fascism and Nazi-ism, just so long will it be difficult to postulate the existence of a functional Americanism as an integrative factor in our national life.

There is need for an acquaintance with our neighbors as people—as people very much like ourselves—as home-makers, as inventors, and as producers of art, rather than exclusively as il-

lustrations of social "problems," of historical "movements," or "institutions." It is probably needless to indicate that such an offering can make a rich contribution to the broadening of the individual's social intelligence, cultural interests, and capacity for appreciation in the many phases of daily life—the moving picture, the radio, the drama, the concert stage, the magazine and daily press, the open forum, the opera, and the lecture and concert platform where the culture of the nations is in almost constant parade. Here again the interested foreign-language teacher can make a significant contribution. Many of them are already successfully engaged in this type of service.

Not least among the contributions of foreign-language teachers to the new curriculum are the insights and appreciations which are being developed through orientation programs in the language arts—programs dealing with language and communication as subtle conditioning factors in the everyday lives of individuals, communities, states, and nations. In spite of its unfortunate origin as a course in baby-philology, or as try-out in a variety of foreign languages, general language has finally become in the hands of the abler teachers a program intimately related to the problems of modern life as they are dependent upon, reflected in, or affected by the very fact of language. In the new-type general language program prominent attention is given to the role of language in law, education, diplomacy, religion, propaganda, journalism, advertising, and international relations, as well as to such problems as the linguistic basis of humor, the interpretation of figurative and symbolic

speech, the question of authority in language, and to current movements in the field of Basic English and other auxiliary languages. Where the offering has been expanded to include the broad field of communication in modern life, worth-while units dealing with music and art as forms of communication have been successfully integrated into the program. One private school in the West is devoting two hours daily throughout the ninth grade to this type of orientation program, conducted jointly by a teacher of foreign languages and a teacher of English, working in cooperation with representatives of other branches of the curriculum.

It would be naive, however, to assume that the mere addition, subtraction, or reorganization of content, or mere changes in classroom procedures, will ever suffice to provide a sound educational program in the language arts unless efforts in these directions are guided by a sound philosophy of the nature and function of language and literature in life. Basically, language was never invented except as a means for the communication of feelings, wants, or ideas. It came into being only as a vehicle for the creative expression of life, and as such it can be made, with literature, one of society's most effective means for the continuous recreation of life in keeping with its highest ideals. In terms of this philosophy no approach to language can be considered acceptable if, through a grossly mistimed or disproportionate emphasis on form and mechanics to the neglect of meaning, it destroys the very nature of language or the conditions in which it can function effectively as a medium of human expression.

LEARNING HOW TO READ A NEWSPAPER

By MARY HODGE COX
Barret Junior High School, Louisville, Kentucky

A STUDY of the newspaper was the most thrilling, the most vibrantly alive, the most exciting project I have ever experienced. The students were intensely interested in every phase of the work and were eager to explore every aspect of the daily press. Since my ninth-grade class had been publishing our school paper, Dr. Edgar Dale, of Ohio State University, suggested the possibilities of extending the interest of the group to a study of the newspaper. The experimental edition of his "How to Read the Newspaper" was used as a text.

We subscribed to five newspapers for a month—the *St. Louis Post Dispatch*, *Cleveland Plain Dealer*, *New York Times*, *Des Moines Register*, and the *Washington Post*. Our own *Courier Journal* gave us thirty-five copies per day for five weeks. These papers were used throughout the course to compare headlines, the way news stories were written, the editorials, advertisements, features, articles of various correspondents, policies of the papers, the make-up, space devoted to crime and its prominence, the foreign news, national politics, civic projects, and other features that go to make up a paper.

No sooner had we begun to study these papers and recognize the great differences in all sections of various papers than the students expressed a desire to see what other publications were like. In order to get a nationwide picture of how the press serves its millions of readers, the students wrote to ninety-five newspapers

throughout the country and asked for three copies of their publication, specifying the dates—one Saturday copy, one Sunday, and one Monday edition. It was necessary that the papers be dated alike for the purpose of the comparisons which we wanted to make. We received the specified issues from ninety-one publications, and some papers sent copies for a full week.

We allowed ourselves two full weeks in which to prepare to read them correctly. The students read the first chapter of the text, which gives a graphic account of the handling of a big news story. A news reporter with years of experience came to our school and told many worth-while facts about his work. A society editor visited the class and told of her work. Articles in magazines, stories, and books that deal with newsgathering were read, and there are many such articles today that give a fine insight into newsgathering. The students listed all the things a good news article should contain, and then made a chart for judging news stories.

A sports writer recounted some of his experiences and pointed out the differences between his type of stories and others. We made an intensive study of the sport section of the daily papers in our city and those for which we had subscribed. As an outcome of this, the students developed their own criteria for judging sports articles.

The same procedure was followed for advertisements, editorials, make-up, headlines, pictures, features, and car-

toons. The students were eager to visit the newspaper plant, and we spent an entire afternoon there. By this time we had completed our textbook and were ready for the newspapers.

The Saturday editions of most of the newspapers for which we had written arrived on Monday, but some were a day or so late. By that time Sunday's papers were coming by the dozens, and our first great problem faced us—the handling of these before the news was old and interest gone. The students were given two or three days in which they freely browsed through the incoming papers and called attention to unusual articles or features that were entirely new to them. They took papers home with them, and their families looked them over. It is really surprising how interesting daily papers had become by this time.

I then made a list of questions to be answered about the articles of major importance in Saturday's paper, and the students used three papers each in answering them. The Reorganization Bill was defeated just in time for us to get the full blast of the reverberations from coast to coast; the Chinese-Japanese War was at its height; and the Spanish Civil War was getting large headlines. The questions asked them to note the importance of each of these articles in their three papers—the amount of space devoted to them; pictures, if any; any prejudices or personal opinions in the news articles; editorials or cartoons on the subjects. Each student rated his papers, using the standards previously developed for this purpose. Oral reports were given, and time was taken for discussions of the more interesting publications. This same procedure was followed for the Sunday and the

Monday copies, except that the students chose different papers every time.

They were now ready for individual research in the fields that appealed to them most. Dr. Dale visited the class and stimulated interest along several lines, but, for the most part, the student's topic was his own, and he developed it as he wished. Each student was asked to use fourteen copies of the five papers to which we subscribed and at least three copies of any other five papers. This was suggested in order that the students might have an adequate basis for their conclusions. Many of them, however, used more than the required number, wishing, as they said, to get as comprehensive a picture as was possible. Their conclusions, to be sure, were not always profoundly significant because they had difficulty grasping the unseen influences that always affect any problem. These are some of the problems and a brief description of the facts gathered.

1. How much foreign news is to be found in the average paper—the kind of news this is (war, etc.)—and is it adequately covered? This was figured on a percentage basis, graphs and charts being used to show results. The student then wrote his conclusions.

2. Per cent of advertisements that pertained to: department stores; men's stores; ladies' shops; groceries; furniture; tobacco; whisky; amusements; patent medicines. How do these differ in different localities? Do the advertisements affect the news? For example, do the reviews of the current picture shows indicate a desire to please the advertisers?

3. Amount of space devoted to crime; the number of articles on the

first page, second page, etc. What per cent of the news articles on crime glorified the criminal or the deed?

4. Sports Dictionary. Three boys expressed a desire to compile a dictionary of words peculiar to sports articles, give the meaning of these, and the sentence in which they were used. More than a thousand words were listed, and it was indeed an interesting piece of work.

5. News articles given by news commentators over the radio compared to the news found in the daily paper. Four well-known radio news commentators were heard every day. The type of news they reported was recorded, that is, foreign, local, national, political, crime, etc. Each piece of news was checked to see whether the commentator gave his opinion. The per cent of his articles which appeared on the front pages of the newspapers was recorded. The five regular newspapers were used for this check-up. The conclusions were amazing and startling.

6. The parts of the world which supply news and with what frequency. For this work three boys chose a different paper and used ten copies of it. On a large map of the world they placed every city and country which supplied news and the number of times they figured in the news was recorded. A vivid picture of how our papers cover the world in news was the result, as well as the kind of news from different localities. The chief news centers showed up with genuine regularity.

7. Cartoons. A collection of cartoons was made and the percentage figured for different subjects, such as

peace, politics, war, national affairs, and local.

8. Pictures. One boy prepared what was comparable to any college thesis on this subject. He figured the per cent of space devoted to pictures each day for twenty days for five papers and one day for twenty papers; per cent on foreign affairs, crime, local news, society, etc. He made a notebook of outstanding pictures and suggested ways of improving this business of pictures.

These boys and girls worked out graphs, charts, and made scrapbooks. They went about solving their problems and presenting conclusions in their own way. The schoolroom was their laboratory, for every paper we had received was there for their use. They aided each other, exchanging ideas and giving suggestions. The interest and the desire to learn something new, vital, and worth while were the driving forces that made them work harder than they ever had on the usual cut-and-dried assignments. Teachers of other subjects complained that these students had simply quit doing homework for them and were spending all their time on the newspaper work, although there was no assignment connected with it.

The newspaper touches more people's lives than any other modern tool of communication; its influence is comparable to that of the movies or the radio. It is, therefore, the responsibility of the teaching profession to educate our youth to read the newspaper intelligently and to evaluate its articles; to know well-written, unbiased news and to demand that kind.

A LITERARY MAGAZINE FOR CHILDREN

By BERYL PARKER
New York University

IN THREE years *Story Parade* has established its reputation as a juvenile magazine of artistic merit and has made several unusual contributions to children's literature at a time when this field was somewhat neglected in many elementary schools.

Three anthologies of stories, verse, plays, and pictures from *Story Parade* have appeared, and these annual volumes, published each fall for Children's Book Week, give permanent form to the contents of the monthly magazine. Already these collections are treasured by librarians and teachers and are being reread by children with affection equal to that bestowed on bound volumes of St. Nicholas by their parents, grandparents, and even great-grandparents.

Children of America is being presented this spring by *Story Parade* as a book of regional stories about boys and girls today in various parts of the United States. These tales first appeared as leading stories in the magazine with a special series of cover designs on child life in this country. The volume is planned to bring modern boys and girls closer in their understanding of regional ways of life, in enjoyment of kindred interests and in facing common problems.

Month by month throughout the year this magazine presents to children the finest stories, verse and pictures obtainable from contemporary authors and artists. Boys and girls from eight to twelve years are omnivorous readers, and a magazine brings them a variety of material in appealing

and inexpensive form. Juvenile writers of distinction are delighted to have their short stories and poems appear in a periodical with high standards. Leading artists enjoy the designing of covers and the drawing of illustrations which are part of a unified plan for each number and the year's issues as a whole. Editors and associates, printers and engravers, expressmen and postmen seem to share the children's enjoyment of a magazine which engages the affection of all who work on its production and distribution.

Story Parade is criticized for only one shortcoming. "The magazine is too small. Children read it through quickly and want more." Perhaps a literary periodical serves its purpose best when it whets the appetite for "more" and points the way to good books by the same authors and artists whose stories and pictures were enjoyed in the magazine. All members of the editorial staff agree that the limited size of the magazine is a disadvantage to contributors and readers. The number of pages has been increased twice already and additional pages will be added once more just as soon as the magazine gains sufficient circulation to permit expansion. An amazing variety of excellent reading matter has been selected and arranged within the space of fifty-six pages in such a way that basic types of literature are presented regularly and special departments show continuity.

Peter Penguin is the mascot of the editorial staff and serves as a sympathetic medium of communication be-

tween children as readers and grown-ups as editors. *Peter Penguin Talking* is the caption of the editorial page where Peter enjoys the freedom of any famous columnist as he reports his personal opinions and adventures, comments on stories and pictures in the magazine, tells intimate bits about authors and artists, reveals secrets as to the contents of coming issues, and invites boys and girls to write him their solutions for editorial problems such as the subjects for next year's cover designs.

A serial story of three parts is always running in the magazine to satisfy the desire expressed by older children for "some continued stories," even though they do not find it easy to wait for the second and third parts of these longer tales. Several of the serial stories have been published in book form after they had appeared in *Story Parade*. These include *Seven Simeons* by Boris Artzybasheff, *The Hidden Valley* by Laura Benet, *The Hob-nailed Boots* by Jeannette Nolan, and *The Oak Tree House* by Katharine Gibson.

Short stories are selected to include humorous tales, historical episodes, realistic incidents of today, animal stories, adventure tales, and unusual folk stories. Factual articles on motion pictures, radio broadcasting, phonograph records, science, industry, and travel have appeared in succession. Poems are chosen for beauty, fun, and flavor. Verses are enhanced at times by page decorations which set them apart effectively. Plays for people and puppets are presented occasionally with suggestions for staging, props, costumes, and simple dramatization. The favorite song literature of childhood

finds its place at intervals in *Story Parade*.

Book reviews are prepared with exceptional care. Remembering that children between eight and twelve years tend to look for several books on the same theme, each issue deals with ten or more good books on such subjects as pioneers, Indians, sea stories, animal life, adventure today, humor, and children of other times and places. Old titles are included along with recent books, so that undue emphasis on new publications and neglect of fine books of earlier date may be avoided.

Our Own is a notable section of the magazine devoted to stories, verse, articles, and pictures by children. From the numerous original contributions sent to The Children's Editor, those of good quality are selected for publication in the magazine. Thus a reasonable standard is suggested to the children and teachers who have welcomed creative expression as an outlet, but have needed guidance in finding suitable themes, forms, and criteria for the free writing of childhood.

Illustrations in *Story Parade* are designed to keep perfect balance between text and pictures. Black and white drawings do not dominate any page, but really illustrate and complement the text. Cover designs in effective color combinations have been planned as a series for each of the four years—children in foreign lands, wild animals, boys and girls in the U. S. A., and now favorite sports. The typography of the magazine at once caught the attention of experts in book design and printing, who recognized its simplicity, legibility, and artistic balance. Excellent printing by the Haddon Craftsmen transmits to the reader the full

effect desired by author, illustrator, and designer.

The Association for Arts in Childhood is the sponsor of *Story Parade* and contributes part of the subsidy needed thus far to insure continuance of the magazine during the years when recognition is being sought in schools and libraries. Circulation grows slowly because funds for promotion are not adequate. Several educational organizations have given their commendation to the magazine and have aided in making its value known to teachers and parents. The editorial staff is glad to acknowledge the support and encouragement given by the Association for Childhood Education, the Department of Supervisors and Directors of Instruction of the National Education Association, the Society for Curriculum Study, and the National Council of Teachers of English.

Tales from Far and Near is the first radio program for elementary schools presented by the Association for Arts in Childhood over the American School of the Air at the request of the Columbia Broadcasting System. On Friday afternoons at 2:30 distinguished authors and artists are heard as guest speakers, and famous stories from current literature for children are told or dramatized with appropriate music. This series of broadcasts is designed to foster in teachers and pupils a friendly attitude toward various culture groups as stories of children from eleven countries strengthen the feeling of common interests and increase delight in varied customs. The programs are sponsored by the American Library Association, the National Council of Teachers of English and the National Education Association.

Thousands of children from Maine to California are listening to these programs weekly. Hundreds of teachers and children are reporting their opinions on the presentation, their acquaintance with the story beforehand, and the kinds of activity growing out of these experiences in radio listening. Evaluation of these programs and plans for a new series are being guided by Margaret Harrison, radio consultant for the Progressive Education Association.

Story Parade has justified its existence in more ways than were anticipated in the fall of 1935, when a little group set to work on a literary magazine for children. The idea had long been in the minds of teachers and librarians who knew that boys and girls between eight and twelve years like to read widely and need the variety offered by a magazine as a basis for book selection now and for wise choice later when numerous periodicals are available to adolescents and adults.

The White House Conference on Child Health and Protection published a report of the Librarians' Committee calling attention to the lack of juvenile periodicals and stated that "A spirited, well-written, purposeful illustrated magazine for children should be provided." Now that leaders in child welfare and education serve on the Advisory Board of *Story Parade* and lend their support as members of the Association for Arts in Childhood, it appears that this magazine may fill a real need and become "a famous thing" as prophesied by editors of the *Horn Book* when the first issue of *Story Parade* appeared in December, 1935.

PROGRESS OF THE CURRICULUM PROGRAM IN MICHIGAN

By G. ROBERT KOOPMAN
Michigan State Department of Public Instruction

THE THIRD year of the state curriculum program has been characterized by achievements and reports of promising movements in local schools. An appraisal of the curriculum program based upon the reports of 301 superintendents, commissioners, and supervisors indicates that curriculum study and curriculum improvements are widespread. Their replies indicate the following results: major curriculum changes numbering 202 ranging from the addition of vocational education to complete reorganization of a program; plans for curriculum programs and changes for next year (1938-39) number 234; organized faculty study groups in 154 cases; aims, basic points of view, and approaches of the State program receive almost unanimous approval.

While some local school systems report little in the way of definite improvement, reports from field workers and from summer schools indicate a general movement toward more carefully directed thinking concerning curriculum problems. Many schools are still largely in the process of obtaining public consent and support for curriculum studies and have not reported these efforts as achievements.

The Department of Instruction is stressing the evaluation of the present curriculum and has adopted a general administrative policy designed to further the development of community school units and also a functional community-connected curriculum.

One of the most important contributions to the functional curriculum has been the development of a strong program of vocational education in secondary schools, vocational schools, and colleges. The members of the Department with the advice of teachers and superintendents made a study of the relationships existing between general education and vocational education.

Leadership in the education of exceptional children has been expanded, county institutes have been replanned to serve as agencies for instructional improvement, radio programs have been developed, and the Department page made available by the *Michigan Education Journal* has been used as a medium to explain the curriculum program.

The need for more lay participation in the curriculum program has been seen for some time. Several beginnings have been made. The county school officers' institutes have included discussions of instruction. The Department has sponsored annually a state Citizens' Conference. Three bulletins have been published that are useful in this area, namely, *Michigan's Future Citizens*, *Michigan Today*, and *The Constitution and Social Life in Michigan*. The latter document was prepared in cooperation with the American Legion Auxiliary. At the present writing, a study guide on general educational issues and a study guide on elementary education are in preparation.

The large number of changes and improvements being made have been referred to previously. Some of the local programs are extensive and are accompanied by surveys, and research studies in education and are guided by expert consultants. Fifty-four secondary schools have started demonstration programs as a part of the Michigan Study of the Secondary School Curriculum.

A committee of specialists in various fields and educators engaged in a study and overview of the social and economic changes in Michigan. The results are embodied in a bulletin that is designed to provide curriculum workers and committees with the basic social data for curriculum planning.

A special committee of educators interested in the elementary field was commissioned to collect a large number of curriculum records in the form of units described by teachers. These units, along with a few general chapters, comprise a bulletin that is proving to be very useful in helping teachers to vary their approaches and to organize better their instructional materials.

There are currently being held a large number of conferences, study groups, clinics, and others, that are designed to inform people about the curriculum program and to facilitate a cooperative attack upon the problems of individuals and local districts. Various institutions of higher education have conducted special curriculum conferences. With the assistance of a special committee the Curriculum Steering Committee is again encouraging conferences in the institutions engaged in the education of teachers.

The Curriculum Steering Committee has from its inception attempted to increase the facilities for in-service training of teachers because of the important role that teachers play in instructional improvement. As a result, several important developments have occurred, namely, the number of curriculum workshops in Michigan has increased; the number of curriculum courses and the enrollment in these courses have increased; the State Board of Education has appointed a Committee on Curriculum Courses which is preparing a report dealing with the purposes and nature of effective curriculum courses.

As a means of contributing to the meeting of the needs of adolescents, the Michigan Study of the Secondary School Curriculum was initiated in 1937 as a twelve-year project. The major activities of the Study since 1937 include: (1) the formulation of the list of participating and associated schools; (2) a study of modifications of secondary education under way in the United States; (3) a study of the present secondary education situation in the state of Michigan; (4) the cooperation with the State Department of Public Instruction and other agencies in planning and conducting curriculum conferences; (5) the conducting of the Cooperative Secondary Curriculum Workshop at the Angell School in Ann Arbor during the summer of 1938; (6) the development of a curriculum library in the offices of Lansing; (7) the initiation of plans for the development of a comprehensive descriptive survey of the instructional program in each of the fifty-four schools accompanied by such changes in the curriculum as are obviously desirable and feasible.

COURSE OF STUDY TRENDS

By SHIH KUO YA

THE PURPOSE of this study was to discover the trends of curriculum development in the United States in the past ten years as revealed in curriculum bulletins. The data were collected by means of a work sheet which included the following items: administrative tendencies, aims, teaching procedures, activities, materials, teacher's criticisms, etc. These items were selected because they were definite enough to be easily checked in the curriculum publications. Besides the work sheet, some informal notes and marginal criticisms were also used.

One hundred courses of study found in the Stanford Curriculum Laboratory were examined, representing thirty-nine states of the Union. For purposes of comparison the collection was divided into three types: subject-field, broad-field, and integrative. The subject-field type is a distinct subject

logically organized within itself and taught separately from all other subjects. The broad-field type consists of a consolidation of several subjects chosen because they are related to each other. Most of the courses of study of this type were in the field of social studies. The integrative course of study represents a unification of all study fields and other learning experiences. It is organized by grades, units of work, or *scope and sequence*.

The trend in organization seems to be moving from the subject-field, through the broad-field, toward integration. This shift has been influenced by experimental philosophy, organicism psychology, and the progressive education movement. The *scope and sequence* organization was particularly influenced by cultural anthropology. The following is a comparison of the two extremes:

CHARACTERISTICS OF TRADITIONAL AND INTEGRATIVE COURSES OF STUDY

SUBJECT-FIELD COURSES OF STUDY

1. It is prepared by a few persons, mostly administrators, and subject specialists and a few teachers.
2. Most of the courses include aims for particular subjects and aims for subjects of particular grades, which are specific and applied to subject matter only.
3. Short and rigid periods for recitations in separate subjects are scheduled throughout the school day.
4. A definite amount of time is allotted to each subject or unit in advance.
5. Narrow and rigid logical outlines of subject matter are assigned to the teacher and pupils.
6. Definite methods for teaching subject matter are included.

INTEGRATIVE COURSES OF STUDY

1. The preparation is participated in widely by a group or all of the teachers in a school system, curriculum specialists, and lay groups.
2. Most of the courses include general aims of education. Teachers are guided also by a basic point of view.
3. Long and flexible periods for various activities are suggested for guiding the teacher in formulating her own schedule.
4. Usually no time allotment is decided in advance. It is the teacher and pupils who decide how much time will be needed for a unit of work.
5. No subject-matter outlines are assigned. Any experience will be studied, when the children need it to solve a problem.
6. Teachers are assisted by principles of teaching method, how to study learners and the community, development of units of work, and various other flexible and broad suggestions.

7. Most subject-field courses of study include limited activities based on subject-matter outlines.
8. The textbook and some references are the limited sources of what is to be learned.
9. It is difficult to meet individual differences in pupils by logical outlines of subject matter, and limited activities and materials.
10. Informal objective tests, standardized tests, and essay tests are the types of examinations usually employed to measure the memorization of facts and the mastery of skills.
7. All of the integrative courses include various activities, based on centers of interest, from which teachers and pupils may choose.
8. A wide variety of materials, including visual, constructive, environmental aids, and comprehensive bibliographies, is suggested.
9. Varied activities and materials are needed in unit-of-work teaching. It is easy to meet individual differences.
10. Evaluations are designed to emphasize the functional use of the information, abilities, skills, attitudes, and interests of pupils. Intelligent observation and cumulative records are important.

The nation-wide curriculum development is based on very up-to-date and sound theories. This gigantic enterprise is still in the experimental period. The curriculum workers are pushing the frontiers forward. The difficulties are threefold: First, some school teachers are not trained in the

progressive way of teaching. Second, appropriate instructional materials are not yet sufficiently developed. Third, it is difficult to formulate a sequence appropriate to the child maturity. But "where there is a will, there is a way." No difficulties that have been encountered cannot be overcome.



SECONDARY EDUCATION PROJECTS

Integration of Secondary Curriculum. During the past six years, the Tulsa (Oklahoma) Secondary Schools have been experimenting with an integrated program. A scheduling procedure has been developed which permits the organization of groups of students that are conducted independently of the rest of the school. The teachers co-operating in the integrated program meet daily for a conference which is devoted to the planning of the learning activities and for occasional evaluation of the work of the individual pupils. The pupils also participate in planning their work.

Social Mathematics in Cleveland. A committee of Cleveland teachers has developed a course in social mathematics in Grade X for pupils who would not profit from a study of algebra and geometry. The material for the course was gathered from stores, banks, city and county government, board of education, and from newspapers, books, periodicals, and government reports. The course includes the following topics: budgets, public utilities, installment buying, savings and investments, paying bills, borrowing money, the purchase and operation of an automobile, wages, taxes, and recreation.

SHORT ARTICLES

SOME NEGLECTED AREAS OF EXPERIENCE

By RALPH C. PRESTON
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The curriculum is widely held to be the sum total of school experiences, yet in most curriculum guides and manuals discussion tends to be restricted to the more academic experiences. To illustrate, scope and sequence usually relate to a basic social study ordinarily attacked by the entire class for an extended period. There are many experiences, however, which pupils encounter in any school which are not necessarily of sufficient breadth or depth to warrant extended study, but which, if not considered, can unfortunately very easily be taken for granted both by pupils and teachers and undesirable habits and attitudes may develop from sheer neglect. For pupils to have an adequate conception of their education every school situation needs to be taken advantage of no matter how informal, incidental or non-academic. Some important neglected experiences which I have in mind may be grouped under the headings of school jobs and personal relations.

School Jobs. There are innumerable chores and services connected with the running of a school. It is easy for administrators, teachers and pupils to assume that such matters as the arrangement of seating, keeping of attendance, regulations relating to conduct, and provision for a lost and found exchange are responsibilities for the administrator or teacher to attend to and are in no sense the business of

the pupils. The pupils, meanwhile, are forming opinions toward democratic procedures, the place of authority in the scheme of things, the advisability of dodging regulations, the necessity of remaining in ignorance of the why and wherefore of many procedures. These opinions may be such as to prove detrimental to whatever program the school may have for building attitudes compatible with democratic society. It is not the contention here that pupils should necessarily participate in the management of all these and other items. The question here raised is whether there is any function of the classrooms or the school community which should not be "studied"—not as "units" that must fit into a scope-and-sequence pattern, but incidentally and intermittently as the need arises, supplementing the regular program.

It would probably be found advisable in any school in the matter of attendance records, for example, to have pupils rotate in taking charge of them. This point however will not be pressed. But the pupils know anyway that they are checked for absence and tardiness and are apt to accept this unintelligently as part and parcel of the institution known as a school. Their experience with this system may have given them cause for annoyance or pride as the case may be. The teacher can do much to make such an inevitable experience more intelligible. In the first place instead of making regularity and promptness represent two isolated virtues, a study might be made of the historical reason for so much concern with attendance in our schools, the

truancy laws in the various states, the compulsory school laws, the system whereby the state supports local schools in proportion to its attendance figures, and, of course, criticism of the system, for the teacher need not be an apologist for the current system and feel obliged to defend it.

With regard to seating, teachers seem, according to temperament, either to assign seats or to resort to the opposite extreme of permitting pupils to sit where they please. Either method shows a lack of recognition of educational possibilities in the seating problem. There is opportunity for real thinking on the part of pupils if this problem is placed in their hands, for they will soon discover that the social factor is only one of many that should determine sensible seating arrangements: there are lighting, distance from and position to board and windows, sight idiosyncrasies and other similar items.

Is there any reason why every classroom in a school should not undertake a major community responsibility? It may be a function already undertaken by the administration, such as caring for lost and found articles, management of bulletin boards, secretarial work such as mimeographing, care of physical education apparatus and equipment, of school supplies, of text books, or maintenance of building and grounds. The argument that there might not be enough genuine jobs to go around was answered by a teacher-pupil Job Committee in the Bronxville Elementary School, which compiled a list of over fifty jobs without needing to resort to a single artificial or "make-work" task. Of course a single teacher in a school system can

not very successfully undertake such a responsibility. There must be a plan. The administration will need to help plan what jobs are most appropriate for what classes, must be prepared to be generous in supplying help to the classrooms in assisting groups to carry out the scheme, and most important of all, must really want to see the children manage the job their own way, and not measure its success according to any preconceived standard that the administrator may have had as to how the job should be performed. If complete responsibility cannot be yielded and if the administration is not genuinely sympathetic with any plan which is the product of careful thought on the part of the teacher and pupils, the job is, of course, of dubious value. There should be, on the other hand, a central committee of pupils and teachers through whom any administrator, teacher, pupil or parent may clear suggestions, complaints, and criticisms.

A school job of the type indicated need not, in order to be of worth, be a spring-board into a problem or culture period; the prime criteria are that it supply a need in the community, be capable of child performance, and succeed in binding the pupils more closely to the community. This is a far cry from the sort of job some of us encountered as pupils in high school which was purported to supply the same purpose, for which our civics classes were turned out on the school grounds once a week to pick up papers.

Personal Relations. One of the absurdities in the average school is the "hush" attitude toward pupil opinions of principals and teachers. Everyone knows what opinions are held. The

pupils, however, are led to believe first that the teachers know nothing of these opinions, and second, that if they did they would not agree with them. No greater opportunity is missed to convince pupils that their teachers are human fellow-seekers who are sympathetic with pupil interests and opinions; and to overcome the tendency of young people to think of others as either black or white. It is their right to know that everyone has quirks of personality, but that no one is altogether bad or stupid or ignorant or mean, as the case may be.

In their relations with each other children also are either pleased with or annoyed by a variety of personality patterns. Intolerance toward unfamiliar or unadjusted types is common. Frank, objective discussion of personality is often necessary to promote social growth, not only of the intolerant, but also the "yes-man" type, the popular and the unpopular. Sometimes merely knowing the convenient classification of extrovert and introvert takes the edge off the undesirable trait of intolerance. It is wholesome for either type to know the characteristics and the problems of the other and to know that neither is queer and that each has peculiar strengths and social value.

This certainly is not an exhaustive list of neglected areas. These are merely some of the overlooked fields requiring considerable attention by those planning a curriculum. The aims of instruction cannot be expected to reach achievement except as they are considered. Manuals of curriculum development might well include a check list of such experiences. They should be as carefully anticipi-

pated, enriched, and evaluated as any of the experiences utilized as cores.

SUMMER WORKSHOPS OF THE PROGRESSIVE EDUCATION ASSOCIATION

During the summer of 1936 a small group of teachers from the thirty schools of the Eight-Year Study gathered together at Ohio State University to work with the curriculum and evaluation staff of the Study on the problems they were meeting in their local high schools. Out of this experience grew the plan for "summer workshops" sponsored by the several commissions of the Progressive Education Association which are interested in the improvement of secondary education.

In 1938 more than 400 teachers were brought together in three centers to work together under a very carefully selected staff on problems of curriculum, evaluation, and guidance. They profited from an interchange of ideas with other creative teachers, from contact with the members of the several commissions of the Association, from other staff members who were serving in places of leadership in various progressive movements, and from the opportunity to work on their own plans and problems in an environment which was in itself conducive to effective planning.

A recent publication which describes the program of these workshops¹ states three principles which have been considered as fundamental to the program as it has been developed:

¹Summer Workshops in Secondary Education, by W. Carson Ryan, Jr., and Ralph W. Tyler. Progressive Education Association, 1938.

1. Concern for the needs of individual human beings in direct relation to the demands of the community: "The organization was constantly being subjected to the test of individual needs, the purpose being . . . to provide maximum opportunity for individuals and groups to work upon the problems related to their school situation."

2. Insistence upon a rich experience of living as essential to all education, but particularly in the education of teachers. "Special thought was given to providing a rich experience in living for all those who came. The schoolroom, lecture-hall atmosphere was avoided as far as possible; the workshops were not only limited in numbers and freed from college courses of the conventional type, but they were each located in a setting that tended to encourage individual learning, informality, close companionship on the part of staff and student members, and an understanding of the point of view that real education has to do quite as much with the esthetic and emotional as with the intellectual."

3. A scientific approach to the understanding of human beings and society. "A scientific approach . . . that makes full use of modern instruments of evaluation, but views these in and for themselves, but primarily as helps to achieving educational objectives that grow out of a reasoned philosophy of life in which human welfare and human happiness are placed uppermost."

The values from previous workshops and the growing interest among teachers in such opportunities for study and creative work have led to a further extension of this service in cooperation with the graduate faculties

in ten educational centers.. All workshops are being sponsored next summer in cooperation with institutions of recognized leadership in advanced teacher education, with preference given to institutions which already have plans for the continuation of the workshop idea at the end of the period of co-operation either within summer sessions or as a part of the regular program.

Workshops will be held next summer in cooperation with Teachers College, Columbia University; Syracuse University; Ohio State University; Northwestern University; University of Chicago; Colorado College of Education; Claremont College; and Stanford University. Another workshop will be held at the University of Denver which will be planned particularly for the teachers from the thirty schools of the Eight-Year Study. A tenth workshop will be held on the campus of Reed College under the joint sponsorship of the University of Idaho, the University of Oregon, and the University of Washington.

The Association is represented in the planning of this program by a general committee on workshops which represents the several commissions of the Association and various other leaders in the field of teacher education. Detailed plans are in the hands of an executive committee which consists of C. L. Cushman, Denver Public Schools; Kenneth L. Heaton, Cooperative Bureau for Educational Research; Frederick L. Redefer, Progressive Education Association; Ruth Streitz, Ohio State University; and Ralph W. Tyler, University of Chicago.

K. L. H.

REVIEWS

DAVIES, JOSEPH EARL—*Fundamentals of Housing Study*. Contributions to Education No. 759. New York: Bureau of Publications, Teachers College, Columbia University. 1938. 356 pp. \$2.85.

Forty millions of Americans inadequately housed! And all about us we see idle building mechanics, idle construction machinery, and inexhaustible supplies of raw building materials—sand and gravel for concrete, limestone for cement and plaster, sand for the manufacture of glass, clay for the making of bricks, copper and zinc and lead and iron and beautiful building rock—all easily within our reach in immeasurable quantities.

And yet, one-third of our people dwell in shelters that are obsolete and ugly, poorly heated, poorly lighted, poorly ventilated, and that constitute a constant menace to our personal safety, a breeding place for delinquency and crime, and a disgrace to our entire nation.

By helping us to realize the seriousness of this problem, and by presenting to us a well-arranged compendium of the nation's best knowledge concerning all essential aspects of it, Joseph Earl Davies, in his *Fundamentals of Housing Study*, has made a contribution that should redound to the economic and social advancement of America.

The author says, "This book is intended primarily for use of teachers and other adults, and is probably too difficult to be used in a grade and age level below the senior high school." However, I wish to emphasize that, with an ever-increasing public inter-

est in our housing problem, this book should be of practical service far beyond the boundaries of academic circles. The clear demonstration of the shortages among the production factors, and among the distribution factors, and among the consumption factors, together with practical suggestions for housing reform, make this work invaluable, not only to teachers, but also to prospective home builders, to home renters, to landlords, to apartment house superintendents, to building mechanics, to building contractors, to architects, to community planners, and especially to city, state, and federal government officials and employees whose positions, in any way, make them responsible, directly or indirectly, for the solving of our housing problem.

J. R. COTTON
Milwaukee State Teachers College

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS, COMMISSION ON SCHOOLS IN SMALL COMMUNITIES—*Schools in Small Communities*. Seventeenth Yearbook. Washington, D. C.: American Association of School Administrators, 1201 Sixteenth Street, Northwest. 1939. 608 pp. \$2.00.

Half of the children and youth of America are attending schools in small communities or in rural areas where they are—for the most part—denied the educational opportunities to be expected under a democratic form of government. Two reasons for neglect of these schools are lack of financial resources and of educational leadership.

It is peculiarly fitting and timely, therefore, that the American Association of School Administrators devote their seventeenth yearbook to a consideration of the in-school education of youth who live in small communities.

The Commission has been guided in the preparation of this yearbook by seven fundamental beliefs: (1) that the small community is an essential and important factor in American life; (2) that the small school system is a vital institution in American education; (3) that it is entirely possible to provide a rich and complete educational experience that will be vital in the lives of children residing in small communities; (4) that the small school system is not a mere miniature of the larger organization, but is a unique institution which should be developed fully in terms of its own resources and needs without resorting to mere imitation of the larger schools; (5) that the entire nation should be concerned with the type and effectiveness of the training given children in small school systems; (6) that there are two avenues through which the small school system can be improved, namely, through improving practice within the framework of the administrative structure, and through a fundamental reorganization of the administrative structure itself; and (7) that the superintendent of a small school system has a unique opportunity to render distinguished service, which will be of inestimable value to the nation, and that he should be encouraged and urged fully to explore the possibilities for outstanding achievement in developing the smaller school system as a unique, vital, and important factor in the education of the nation's youth.

The Commission defines *small school systems* as those in communities with populations of from 500 to 5,000, and focuses attention particularly upon systems in communities of about 2,500 population. No specific consideration is given to the problems of the small school unit within a larger system, of the small segregated elementary or high school system, or of the one-room school.

Two chapters are devoted to the community setting and to outlining the status and problems of school systems in the small community. Eleven chapters consider problems of program and personnel, two are devoted to guidance, three to curriculum enrichment, one to schoolhouse planning, one to reorganizing the administrative structure, one to bus transportation, two to professional and lay leadership, and one to development of public relations. The last four chapters consider problems of finance.

Challenging at all points where challenge has been too frequently lacking, this yearbook should arouse interest in and provoke effort toward improving rural and community schools and through them the quality of rural and community life.

JOHN E. BREWTON
George Peabody College

1

SMITH, B. OTHANEL—*Logical Aspects of Educational Measurement*. New York: Columbia University Press. 1938. 182 pp. \$2.50.

Dr. Smith's treatment of measurements shows a decided departure from most other books on this topic. Although this book refers to a few tests, it does not contain an extended list of samples such as fill the pages of

other texts on this subject. Opening his discussion with a chapter on the meaning of measurement, Dr. Smith continues by giving a brief historical and critical discussion of the intellectual antecedents of educational measurement, which is followed by a treatment of the logical foundations of measurements, including the establishment of validity. The treatment also includes both quantitative measurement and quality evaluation. In the latter there is a brief but very practical discussion of such standards of judgment as are needed for qualitative evaluation.

This volume has the distinctive value of going behind the measurements program and examining it critically step by step. This book will have a great value for any students of educational measurement, particularly for those in intermediate classes and in courses on test construction.

WILLIS L. UHL
University of Washington

PEDDIWELL, J. ABNER AND SEVERAL
TEQUILA DAISIES—*The Saber-Tooth Curriculum*. New York: McGraw-Hill Book Company, Inc. 1939.

"Do you serve tequila daisies here?" asked a most distinguished gentleman, sliding up to one of the more famous bars of Cleveland.

"Sure, we dish out everything," replied the bartender. With a flourish the glass arrived full and was soon emptied. After several repetitions of the same process, the bartender leaned confidentially over the bar.

"Say, I wish you'd tell me what this is all about."

"What is what all about?"

"Why are so many interested so suddenly in 'the daisies'? Why before this week I had only two calls for those things since the flood began. The funny thing is that it's not the superintendents. I can spot those guys a mile away every time. It's the distinguished looking gentlemen like yourself." The puzzled bartender started polishing the bar with his white towel. "What's it all about, anyway?" he repeated.

The distinguished looking gentleman stared at the empty glass and sighed. "Just the stuffed shirts, like myself. Hmm. Well, it's a long story."

Someone took the hint and suddenly the glass was standing there refilled. It was sufficient incentive. The story continued.

"You see, I am a professor of education at one of the larger institutions of learning. I have been laboring loud and long trying to bring certain reforms in our secondary curriculum. Whenever possible I have held forth in my most impressive professorial manner on the deficiencies of our present system.

"I don't think I've done a helluva lot of good either—Say, these daisies really are some flower, aren't they?"

"Well, along comes a man by the name of Peddiwell, or Wayne or Harold Benjamin and with the assistance of several tequila daisies writes *The Saber-Tooth Curriculum*. With this little volume he entrances an otherwise drab convention. Why he made more of an impression on the curriculum, on teacher-training, on the youth problem and on the approaching shadow of fascism than I will ever make in all my lifetime of distinguished pronouncements.

"So you see, I thought that if these tequila daisies could write *The Saber-Tooth Curriculum* they might help me. Of course I realize I'm not a Benjamin, but I was hoping that they might do me some good. I guess that's what all the other professors thought, too."

"Well," answered the bartender, "maybe you're right. You fellows do begin to get nearly human by the time you leave."

After a fifth, the professor was seen slowly weaving his way back to the train, back to the classroom with a copy of *The Saber-Tooth Curriculum* sticking out of his pocket.

As overheard by:

J. MURRAY LEE¹

HARTMAN, GERTRUDE—*Finding Wisdom*. New York: John Day Company. 1938. 147 pp. \$3.00.

This volume is a beautifully published chronicle of school life of the Avery Coonley School of Downers Grove, Illinois. The book gives an interestingly written account of the activities of children from four years old through the eighth school year. The volume gives, as far as a book can do so, the total picture of school living of children and parents with attention centered on the vitality of children's expressions of interest in their world. The situations described come from their reactions to social, science, management, constructive and expressive activities so amalgamated that child development seems throughout the predominate aim.

The book gives us the best illustrations of children's constructive work of a vital functional sort that we have

yet had, while the children's writing and painting seem to be evidences of an enviable emotional relaxation. The book has seventy-two large photographs of which more than a dozen are color reproductions of children's painting. *Finding Wisdom* is a book to be read, looked at and felt, as one feels the atmosphere and philosophy of a school through children's interests, attitudes and actions without being hampered by technical details of method.

CLAIRES ZYVE
Fox Meadow School

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION—*General Education in the American College*. Thirty-eighth Yearbook, Part II. Bloomington, Illinois: Public School Publishing Company, 1939. 380 pp. \$2.75.

This is an authoritative, up-to-date, and readable survey. It describes prominent current plans in detail, and discusses their desirability from many points of view. It makes practical suggestions for formulating programs. Although seeming to this reviewer to have one basic deficiency, it will undoubtedly be helpful to everybody interested in the administration of American higher education.

The book is divided into four sections of unequal length. The first, of 113 pages, concerns "The Growing Concern with General Education." Eurich writes on the meaning of general education and its place among current trends, as well as on the students involved—their ages, abilities, achievements, high school ranks, marks, retention, and attitudes; Rainey, on the effects of social change—

¹Note to J. Abner Peddiwell: If you don't like this review read TIME for March 13.

in population, increase in knowledge, tempo, and employment—upon the high school, junior college, and college levels; Prescott, on the physical, mental, social, and emotional aspects of the "developing organisms" of youth; Gordon Mackenzie, on the high school programs in the Progressive Education Association's experimental study, in a Denver school, in the University of Wisconsin school, and in places using "core curricula"; Brumbaugh, on articulation of high school and college.

Section II, 186 pages, concerns "College Plans Emphasizing the Extension of General Education." Lamar Johnson writes about Pasadena, the University of Chicago four-year program, and Stephens; MacLean and others, about General Colleges at Wisconsin, Minnesota, Florida, and Chicago; J. D. Russell, about summaries of the programs at thirty-five liberal arts colleges; Cottrell, about Reed, Sarah Lawrence, Bennington, Black Mountain, Bard, and St. John's, as well as about the leading issues they may help solve; McGrath with authoritative assistants, about relations to medical, legal, engineering, architecture, business administration, nursing, and social work education; Bigelow, about relations to teacher education as illustrated at Colorado State College of Education, Michigan's Central State College, and New College; Officials of the Rochester Athenaeum and Mechanics Institute, about "occupational motivation" as illustrated at Los Angeles and Pasadena, Berea, Antioch, and their own Institute; Wriston, about the fallacies and dangers in assuming that current educational trends have no counterparts in the past.

A third section of but twenty-three pages by S. R. Powers and others concerns "materials" for various types of learning and teaching situations, and for developing various traits and abilities. A correspondingly short concluding section by Bigelow and MacLean summarizes "dominant trends"—trends toward studies of students and society, toward objectives in terms of needs, and toward experimentation, continuous evaluation, and various administrative changes.

The content of none of these chapters is disappointing. The authors not only write from practical experience, but obviously realize the liveliness of their subject. One possible deficiency, however, might be helpfully mentioned. Occasional references are made to unifying ideals like democracy and an integrated personality. But the one discussion of the individual's quest for them—in the chapter on "Youth as Developing Organisms"—scarcely refers to curriculum study or the other subject matter of the rest of the book, and vice versa. The areas and levels in which general education needs to be fostered are discussed at length in the rest of the book, but hardly general education itself as the individual student experiences it—or as the teacher must encourage it—unless the term is used to mean breadth without insight. Before reconstructing areas or institutions further then, perhaps, we should turn attention to the nature of the ideal and process involved. In any case, this book seems to be directed to administrators rather than to teachers or students.

MOWAT G. FRASER
Winthrop College

NEW PUBLICATIONS

BOOKS

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION, NATIONAL EDUCATION ASSOCIATION—*Cooperation Principles and Practices*. Eleventh Yearbook. Washington, D. C.: Department of Supervisors and Directors of Instruction, National Education Association, 1201 Sixteenth Street, N. W. 1939. 244 p.

EURICH, ALVIN C. AND OTHERS—*General Education in the American College*. Thirty-eighth Yearbook, Part II. National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company. 1939. 382 p. \$2.75.

FEDDER, RUTH—*A Girl Grows Up*. New York: McGraw-Hill Book Company. 1939. 235 p. \$1.75.

FLOHERTY, JOHN J.—*Your Daily Paper*. New York: J. B. Lippincott Company. 1938. 186 p. \$2.00.

GREENAN, JOHN T. AND GATHANY, J. MADISON—*Units in World History*. New York: McGraw-Hill Company. 1939. 858 p. \$2.32.

HARDING, HELEN E., Editor—*Comparative Tragedies—Old and New*. New York: Noble and Noble. 1939. 486 p. \$1.25.

HARTMAN, GERTRUDE AND SHUMAKER, ANN—*Creative Expression*. Milwaukee, Wisconsin: E. M. Hale and Company. 1932. Reprinted. 1939. 350 p. \$2.00.

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MALLER, JULIUS B.—*School and Community Report of The Regents' Inquiry*. New York: McGraw-Hill Book Company. 1939. 360 p. \$3.50.

RICHERT, G. HENRY—*Retailing Principles and Practices*. New York: Gregg Publishing Company. 1938. 432 p. \$2.00.

SAMS, OSCAR E., JR., Editor—*Tested One-Act Plays*. New York: Noble and Noble. 1939. 341 p. \$2.50.

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WASHBURN, CARLETON AND OTHERS—*Child Development and the Curriculum*. Thirty-eighth Yearbook, Part I, National Society for the Study of Education. Bloomington, Illinois: Public School Publishing Company. 1939. 442 p. \$3.25.

WITHERINGTON, H. C.—*The Principles of Teaching*. New York: Prentice-Hall, Inc. 1939. 368 p. \$2.00.

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BALTIMORE (MARYLAND) PUBLIC SCHOOLS—*Baltimore Bulletin of Education*, Volume 16, No. 5, January-February, 1939. Baltimore, Maryland: Bureau of Measurement, Statistics, and Research, 3 East Twenty-Fifth Street. 30 p. The whole issue is devoted to art.

CAMPBELL, DOAK S., BAIR, FREDERICK, H., AND HARVEY, OSWALD L.—*Educational Activities of the Works Progress Administration*. Staff Study No. 14. Washington, D. C.: Superintendent of Documents. 1939. 185 p. Paper covers. 25 cents.

EARNSTEIN, J. CULLEN—*Status of County Teachers in Alabama*. Auburn, Alabama: Curriculum Laboratory, Alabama Polytechnic Institute. 1939. 28 p. Mimeographed.

FOLLETT PUBLISHING COMPANY—*Picture Stories*. Chicago, Illinois: Follett Publishing Company. 1938. Paper covers. 15 cents. Also available in cloth at 60c.

Chapin, M. C.—*A Letter for Lucy to Answer*. 38 p.

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Kiner, Grace—*Children of Holland*. 64 p.

Kiner, Grace—*Children of China*. 63 p.

McIntire, Alta—*Butterflies and Moths*. 40 p.

Yale, Jonathan—*The Clothes We Wear*. 40 p.

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FOSTER, EMERY M. AND LATHROP, EDITH A.—*Statistics of Public School Libraries*. 1934-35. Office of Education Bulletin 1937, No. 2. Washington, D. C.: Superintendent of Documents. 1938. 195 p. Paper covers. 20 cents.

HEADLINE BOOKS—*New York*: Silver Burdett Company. 1938. Paper covers. 25 cents.

America Contradicts Herself. No. 7. By Goslin and Stone. Revised. 37 p.

Bricks Without Mortar. No. 16. By Varian Fry. 96 p.

Cooperatives. No. 8. By R. A. Goslin. Revised. 46 p.

The Puzzle of Palestine. No. 14. By D. H. Popper. 111 p.

Shadow Over Europe. No. 15. By Shepard Stone. 94 p.

HEGGIE, CAMMIE C. AND LILJEDAHLL, MABEL—*Social Arts Workbook*. Pasadena, California: Jackson Printing Company. 1938. 58 p. Paper covers. 50 cents.

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- Study Outlines and References.* Low Seventh Grade. Bulletin No. 7102-J. 37 p. Paper covers. 10 cents.
- Study Outlines and References.* High Seventh Grade. Bulletin No. 7103-J. 35 p. Paper covers. 10 cents.
- Government Income and Expenditures.* General Mathematics. Junior High School. Bulletin No. 8101-J. 45 p. Paper covers. 10 cents.
- Experiencing the Library in the Junior High School.* Bulletin No. 8110-J. 44 p. Mimeographed.
- Sane Driving.* Junior High School. Bulletin No. 8113-J. 48 p. Mimeographed.
- Bench Woodwork.* Part II. Junior and Senior High School. Bulletin No. 8104-JS. 155 p. Paper covers. 30 cents.
- Mechanical Drawing.* Book II. Junior and Senior High School. Bulletin No. 8103-JS. 36 p. Paper covers. 30 cents.
- Chemistry I.* Laboratory Manual. Senior High School. Bulletin No. 8106-S. 83 p. Paper covers. 20 cents.
- Use of the Library.* Senior High School. Bulletin No. 8103-S. 95 p. Paper covers. 25 cents.
- Buying Goods and Services.* General Mathematics III. Senior High School. Bulletin No. 8114-S. 53 p. Paper covers. 10 cents.
- Speech I and II.* Senior High School. Bulletin No. 8108-S. Tentative. 30 p. Mimeographed.
- Teachers Library Manual.* Senior High School. Bulletin 8102-S. 28 p. Mimeographed.
- JACKSON, C. O.—*A Practical Bibliography of Recreational Activities.* Urbana, Illinois: Curriculum Library, College of Education, 203 University High School. 1939. 15 p. Mimeographed.
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- Classroom Teacher and Guidance.* By F. C. Wooten. 11 p. 1938.
- Consumer Education, Reading List On.* 10 p. 1939.
- Immigrant Contributions to American Life, Part V: Canada.* 78 p. 1939. Bibliography to Accompany. 32 p.
- School Library, Problems and Services of.* 10 p. 1938.
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- LYLE, MARY S. AND VAN HORN, RUA—*Home-making Education Program for Adults.* Vocational Education Bulletin No. 195. Washington, D. C.: Superintendent of Documents. 1938. 125 p. Paper covers. 15 cents.
- NATIONAL EDUCATION ASSOCIATION—*The Rural Teacher's Economic Status.* Volume 17, No. 1, January, 1939. Washington: Research Division, National Education Association, 1201 Sixteenth Street, N. W. 616. 25 cents.
- NORRIS (TENNESSEE) PUBLIC SCHOOLS—*The Community School.* Norris, Tennessee: Superintendent of Education. 1939. 12 p. Mimeographed. Free.
- PENNSYLVANIA DEPARTMENT OF PUBLIC INSTRUCTION—*Safety Education in Industrial School Shops.* Bulletin 332. Harrisburg: Department of Public Instruction. 1938. 87 p. Paper covers.
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- PROGRESSIVE EDUCATION—Volume 16, No. 2. February, 1939. New York: Progressive Education Association, 310 West 90th Street. 50 cents. The whole issue is devoted to democracy.
- PUBLIC AFFAIRS PAMPHLETS—New York: Silver Burdett Company. 32 p. Paper covers. 10 cents.
- America and the Refugees.* No. 29. By Louis Adamic. 1939.
- Colonies, Trade, and Prosperity.* No. 13. By Maxwell S. Stewart. Revised, 1938.
- Doctors, Dollars, and Diseases.* No. 10. By W. T. Foster. Revised, 1938.
- Farmers Without Land.* No. 12. By Rupert B. Vance. Revised, 1938.
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- RYAN, W. CARSON AND TYLER, RALPH W.—*Summer Workshops in Secondary Education.* New York: Progressive Education Association, 310 West 90th Street. 1939. 46 p. Paper covers.
- SANTA BARBARA COUNTY SCHOOLS—*Our Continuous Curriculum Development Program.* Santa Barbara, California: County Schools. 1939. 11 p. Paper covers.
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